

Agnes Scott College Faculty Handbook

2016-2017

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[College Org Chart goes here]

I. THE COLLEGE

BYLAWS OF AGNES SCOTT COLLEGE

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

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; reaffirmed by the Agnes Scott College Board of Trustees, May 2012

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 the 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 a rigorous liberal arts curriculum "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, prized for its aesthetic distinction, 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 through SUMMIT, which prepares every graduate to be an effective leader in a global society.

¹ Charter, Decatur Female Seminary, August 27, 1889

² Agnes Scott Ideal, Frank H. Gaines, 1889

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 and women who are returning to college to complete their degrees. 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, May 2012; most recently revised by the Board of Trustees, October 2015

Agnes Scott Values

A COMMITMENT TO WOMEN

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

A COMMITMENT TO TEACHING AND LEARNING

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

A COMMITMENT TO LIBERAL ARTS

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

A COMMITMENT TO AN APPRECIATION OF DIVERSE CULTURES

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

Summit Student Learning Outcomes (SLO)

SUMMIT is a unique college experience in which every student, regardless of major, is prepared to lead effectively in a global society through a curriculum and co-curriculum focused on global learning and leadership development. Participating in SUMMIT will prepare students for a multitude of paths after their time at Agnes Scott by helping them achieve the following knowledge and skills:

Curricular SLOs

1. Identify, explain, and analyze global themes, processes and systems
2. Demonstrate knowledge and skills essential for global engagement
3. Critically examine the relationship between dominant and marginalized cultures, subcultures or group
4. Communicate effectively through writing and speaking, especially across cultural or linguistic differences
5. Recognize, analyze and evaluate arguments
6. Articulate and appraise problems and solutions from multiple perspectives, critically considering diverse sources of information
7. Recognize, analyze, and employ effective teamwork
8. Identify and assess one's values, interests and abilities
9. Practice or interpret creative expression or probe fundamental questions of value and meaning
10. Interpret quantitative information or demonstrate the methods of inquiry appropriate for investigating the natural world
11. Analyze human behavior or social relations

Co-Curricular SLOs

12. Cultivate and maintain interpersonal relationships and networks
13. Demonstrate confidence and motivation to effect change
14. Practice continual improvement of one's whole person and seek and utilize feedback
15. Identify, evaluate and strategically utilize campus and community resources
16. Demonstrate honorable and ethical behavior and civic engagement

Summit General Education Requirements

Attaining proficiency in these outcomes is especially supported by the different requirements of the SUMMIT experience, as follows.

<p>Global Learning: objectives 1-4</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>GBL-101: Gateways</u> <input type="checkbox"/> <u>GBL-102: Journeys</u> <input type="checkbox"/> <u>Non-English Language</u> 	<p>Leadership Development: objectives 4-8</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Legacy: The Goizueta Foundation Leadership Immersion</u> <input type="checkbox"/> <u>LDR-101: Foundational Skills Seminar</u> <input type="checkbox"/> <u>LDR-102: Leadership Lab</u> <input type="checkbox"/> <u>ENG-110: The Craft of Writing</u>
<p>Overall SUMMIT</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Physical Education course</u> <input type="checkbox"/> <u>SUM-400: SUMMIT Portfolio</u> 	<p>Intellectual Breadth: objectives 9-11</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>SUMMIT in the Arts and Humanities</u> <input type="checkbox"/> <u>SUMMIT in Social Sciences</u> <input type="checkbox"/> <u>SUMMIT in STEM</u> <p>including global elective, leadership skills, and global social & cultural analysis courses</p>

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)

Vice President for Business and Finance

(See the college bylaws, Section 6.12.)

Vice President for College Advancement

(See the college bylaws, Section 6.13)

Vice President for Enrollment and Dean of Admission

(See the college bylaws, Section 6.14)

Associate Vice President and Secretary of the Board of Trustees

(See the college bylaws, Section 6.16.)

President's Division

Associate Vice President and Secretary of the Board of Trustees

The associate vice 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, oversees administrative assessment, serves as SACSCOC liaison and provides support for the president's senior staff and the Board of Trustees.

Associate Vice President and Dean for Community Diversity

The associate vice president and dean for community diversity is responsible for the college's diversity and inclusion efforts, working with all college constituencies.

Associate Vice President for Marketing and Public Relations

The associate vice president for marketing and public relations serves as the chief communications and marketing professional of the college, acting as its principal spokesperson and directing the functional responsibilities for media relations, advertising, publications, creative services and interactive communications.

Executive Director of the Center for Sustainability

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

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.

Academic Affairs

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

The associate vice president for academic affairs and associate dean of the college (AVPAA) 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 AVPAA oversees the Science Center for Women and science building operations as well as faculty services, works with department chairs and program directors to recruit and evaluate part-time faculty and directs special programs, including summer school and mentored research.

Assistant Dean of the College and Director of Academic Advising and Student Success

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

Associate Vice President for Global Learning and Leadership

The associate vice president for global learning and leadership directs SUMMIT and the Center for Global Learning.

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.

Associate Vice President for Technology

The associate vice president for 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.

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.

Associate Dean of International Education

The associate dean of international education plans and coordinates academic international experience programs including Global Awareness, 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 Sponsored Programs

The director of sponsored programs is responsible for ensuring that proposals to external sponsors conform to sponsor guidelines and college policies, and if funded, that projects comply with sponsor requirements, applicable laws and college policies and procedures; monitoring all grant activity; and overseeing the reporting process.

Director of Accounts

The director of accounts provides financial oversight for the division of academic affairs, is responsible for the management of all division budgets and accounts and advises faculty and staff on financial policy and processes.

Director of Internship and Career Development

The director of internship and career development provides a centralized location for information about internships and a virtual location for information about internships, service learning and volunteer opportunities across the institution.

Student Life

Associate Dean of Students for Living and Learning

The associate dean for living and learning is responsible for maintaining a vibrant and dynamic residential experience within the context of a liberal arts college.

Associate Dean of Students for Leadership and Engagement

The associate dean of students for leadership and engagement plans, coordinates and implements a student leadership program in support of the college's strategic initiative to prepare students to be effective leaders in a global world.

Associate Dean of Students for Athletics and Student Activities

The associate dean of students for athletics and student activities is responsible for providing a vibrant campus activities program that enhances and enlivens the student experience outside the classroom and oversees a competitive Division III athletics program.

Director of Diversity Programs

The director of diversity programs in the Gay Johnson McDougall Center for Diversity and Inclusion works to create a inclusive community through campus programming and student advisement.

Executive Director of the Wellness Center

The executive director of the Wellness Center is responsible for providing a holistic and student-centered wellness program, overseeing both student health services and counseling and psychological services.

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

Director of Public Safety

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

College Advancement

Senior Director of Development

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

Senior Director of Alumnae Relations

The senior director of alumnae relations coordinates the activities of the Agnes Scott Alumnae Association and its volunteer board, organizes alumnae programs on and off campus including Alumnae Weekend and works to engage alumnae with the college, current students, faculty and each other.

Director of Advancement Services

The director of advancement services coordinates all service aspects of the college advancement division, including processing gifts, issuing gift receipts and acknowledgements, running gift reports and database inquiries and providing meaningful donor stewardship.

Enrollment

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.

A Statement on the Duties and Responsibilities of Department Chairs

Department chairs are appointed by the vice president for academic affairs and dean of the college. Serving as chair is a crucial form of service to the college. As a matter of fairness, all tenured faculty are expected to share in this responsibility.

The duties and responsibilities of the department chair begin with 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 recommendation to the curriculum committee of the appropriate amount of course credit for the department's courses; the careful monitoring of the department budget; the care of the department equipment and facilities (where appropriate); the preparation of catalog 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 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, July 1993, August 2012.

Chairs of the Academic Departments — 2016-2017

Art and Art History	Nell Ruby (17)
Biology	Srebrenka Robic (19)
Chemistry	Sarah Winget (19)
Classics	Megan Drinkwater (18)
Economics	Tom Will (19)
Education	Lesley Coia (19)
English	Willie Tolliver (17)
French and German	Gundolf Graml (19)
History	Shu-chin Wu (Sp17)
Mathematics	Alan Koch (18)
Music	Qiao Solomon (19)
Philosophy	Hal Thorsrud (17)
Physics/Astronomy	Chris De Pree (19)
Political Science	Cathy Scott (19)
Psychology	Barbara Blatchley (18)
Public Health	Doug Falen (Sp17)
Religious Studies	Tina Pippin (17)
Sociology/Anthropology	Yvonne Newsome (18)
Spanish	Gisela Norat (18)
Theatre and Dance	Bridget Roosa (17)

Program Directors — 2016-2017

Africana studies	Willie Tolliver (17)
Asian studies	Jing Paul (17)
Biochemistry	Doug Fantz/Tim Finco (19)
Dance	Bridget Roosa (19)
Environmental & sustainability studies	John Pilger/Hal Thorsrud (17)
Film and Media Studies	Willie Tolliver (17)
Human rights	Doug Falen (17)
International relations	Ellie Morris (19)
Neuroscience	Jennifer Larimore/Bonne Perdue (19)
Women's Studies*	Beth Hackett (19)

*A program with departmental status for the purposes of RPT

Other Directors:

Bridge to Business	Tom Will
Center for Teaching and Learning	Lesley Coia
Center for Writing and Speaking	Christine Cozzens
Ethics Program	Lara Denis
Extended Programs	Kelly Ball
Internships	Dawn Killenberg
Post-baccalaureate Pre-medical Program	Mary Nell Higley
Summit	Elaine Meyer-Lee

2016-17 MEETINGS OF ACADEMIC DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Fall meetings: August 19, 2-3:30 pm
 September 23, 2-3:30 pm
 October 21, 2-3:30 pm
 November 11, 2-3:30 pm

Spring meetings: January 20, 2-3:30 pm
 February 17, 2-3:30 pm
 March 24, 2-3:30 pm
 April 21, 2-3:30 pm

College Committees

403(b) Investment Committee

Membership

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

Duties

The 403(b) Investment Committee is responsible for the prudent management of the college's 40 (b) retirement plan, acting as fiduciaries. It is required by law to comply with all applicable fiduciary, prudence and due diligence requirements experienced investment professionals would utilize and with all applicable laws, rules and regulations from various local, state, federal and international political entities that may impact the portfolio. This committee is also responsible for providing a range of investment options within the 403(b) portfolio, which may include funds available through vendors other than TIAA.

Administrative Assessment Support Team

Membership

The director of the office of the president who serves as chair, the chair of the Academic Assessment Committee, the director of institutional research and a representative of each of the other divisions of the college appointed by the president.

Duties

The Administrative Assessment Support Team is charged with encouraging, coordinating and facilitating assessment practices for administrative units of the college by reviewing and evaluating annual assessment plans and reports for these units; ensuring that administrative units have student learning outcomes, when applicable; maintaining assessment records; monitoring best practices and providing training in institutional effectiveness; and creating a culture of continuous assessment-based improvements for administrative functions.

Athletics Advisory Board

Membership

The vice president for student life and dean of students who serves as chair, the vice president for academic affairs and dean of the college, associate vice president for enrollment and dean of admission, faculty athletics representative, registrar, director of athletics and two students.

Duties

The Athletics Advisory Board reports to the president of the college and has responsibility for monitoring, reviewing, advising and/or proposing athletics policy.

Faculty Athletics Representative (FAR)

The faculty athletics representative is appointed by the president and shall be a member of the faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. The faculty athletics representative is designated by the president to represent the institution and its faculty in the institution's relationships with the NCAA and its conference(s), if any. Beginning in 2009, the faculty representative will be appointed to serve a three-year term.

The role of the faculty athletics representative includes:

- To evaluate the athletic department's academic integrity.

- To assume joint responsibility with the director of athletics for ensuring compliance with all NCAA and institutional rules.
- To promote a balance between academics, athletics and the social lives of student athletes.
- To play a central role in discussions of matters related to intercollegiate athletics at committee, Athletics Advisory Board, and faculty meetings.

Budget Work Group

Membership

The vice president for business and finance, chair; vice president for academic affairs and dean of the college, vice president for student life and dean of students, vice president for college advancement, director of the office of the president, vice president for enrollment and dean of admission, associate vice president for technology and associate dean of the college serve on this committee with members of the Faculty Finance Committee, a Staff Council representative, the treasurer of the Student Government Association and one additional student appointed by the president. An ex officio member, the president may appoint other members of the college community to serve. The work of this group is supported by the senior financial analyst and the senior budget manager in the Office of the Dean of the College.

Duties

The Budget Work Group advises the president on the annual budget of the college.

College Committee on Faith and Learning

Membership

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

Duties

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

Constituent Review Committee

Membership

The constituent review committee is chaired by the associate vice president for human resources and includes the president of Honor Court, the FEC president and the Staff Council chair.

Duties

Investigates and reviews formal written complaints from members of the college community.

Crisis Management Team

Membership

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

Duties

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

Film Shoot Advisory Committee

Membership

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

Duties

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

Honorary Degree Committee

Membership

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

Duties

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

Judicial Review Committee

Membership

Administrative staff members are the president, who serves as chair, vice president for academic affairs and dean of the college, vice president for student life and dean of students and registrar. Student members are the presidents of Student Government Association, Student Senate, Honor Court and Judicial Board. The faculty selects four faculty members, each of whom serves a three-year term.

Duties

1. Reviewing and acting on recommendations of the Student Senate that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
2. Recommending to the VPAA that a student who has not met the academic standards of the college be dismissed.
3. Acting on the recommendation of the Honor Court that a student be placed on disciplinary probation for violation of academic regulations.
4. Acting on the recommendation of the Honor Court that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.

5. Acting as the court of final appeal for Honor Court decisions and/or penalties; or, when a student appeals an Honor Court decision and/or penalty to the student body (as is her right), acting as the court of final review in the case, its appeal and the student body's judgment.
6. Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community; or imposing the penalty of administrative probation, suspension or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.
7. Assuming original jurisdiction in a disciplinary action upon the recommendation of the dean of students.
8. Assuming original jurisdiction in a disciplinary action at a time when no quorum of Honor Court nor the president of SGA nor the president of Honor Court is readily available.
9. Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided for in the Student Complaint Policy.
10. Acting upon a formal written report from the vice president for academic affairs and dean of the college to hear cases involving disruptive classroom behavior.
11. Acting upon the recommendation of a faculty member that a student not receive Latin honors despite having met the minimum GPA requirement.

Strategic Planning Advisory Council

Membership

The president who serves as chair, vice presidents and associate vice presidents of the college, president of the Faculty Executive Committee, chairs of the faculty's strategic planning and finance committees, chair of Staff Council, president and treasurer of Student Government Association, and director of institutional research.

Members of the Financial Planning Sub-committee are the vice president for business and finance who serves as chair, vice president for academic affairs, vice president for enrollment, two representatives from the faculty's Finance Committee, two representatives from Staff Council, SGA treasurer, and the senior financial analyst.

Duties

The Strategic Planning Advisory Council (SPAC) is a cross-constituency group comprised of staff, faculty and students charged with overseeing and informing Agnes Scott's strategic and financial planning. SPAC works to improve the coordination of planning activities across campus and to integrate strategic and financial planning and assessment. SPAC advises the president on the development, assessment and revision of strategic plans and indicators and college-wide annual goals. It also monitors national higher education trends and issues and considers how Agnes Scott should respond to them and play a role in shaping them.

SPAC's Financial Planning Sub-Committee reviews and informs long-range financial forecasting and annual budgeting and considers priorities and tradeoffs. By giving representatives of major campus constituencies opportunities to participate, SPAC and its Financial Planning Sub-Committee bring a variety of perspectives to the college's planning processes.

Committees Appointed by the Vice President for Academic Affairs 2016-17

Academic Assessment Committee

Lili Harvey, AVPAA, *ex officio*

Megan Drinkwater
Katherine Smith
Jim Wiseman
Drew Homa, *ex officio*

Africana Studies Advisory Committee

Willie Tolliver, director
Regine Jackson
Yvonne Newsome

Animal Care and Use Committee

Alix Valcin
Doug Fantz
Pamela Napier, *ex officio*

Asian Studies Advisory Committee

Jing Paul
Qiao Solomon (17)
Shu-chin Wu
Abraham Zablocki (18)

Bevier Advisory Committee

Doug Falen
Srebrenka Robic
Jim Wiseman
Kerry Pannell

Environmental and Sustainability Studies Advisory Committee

John Pilger
Susan Kidd
Hal Thorsrud

Film and Media Studies Advisory Committee

Willie Tolliver
Gundolf Graml

Institutional Review Board

Rachel Hall-Clifford, Assistant Professor of Anthropology and Public Health - Chair of IRB Committee
Corey Dunn, Director of Institutional Research
Jeff Vaughn, Community Member
Toby Emert, Associate Professor of Education
Madeline Zavodny, Professor of Economics
Nastacia Pereira, Wellness Fellow, Human Resources
Anastacia McCray, Student Member
Pamela Napier, *ex-officio*, Director of Sponsored Programs
Lili Harvey, *ex officio*, AVPAA

International Relations Advisory Committee

Ellie Morris
Kathy Kennedy

Kirk Advisory Committee

Mary Cain, Chair of History
Nell Ruby, Chair of Art
Qiao Solomon, Chair of Music
Hal Thorsrud, Chair of Philosophy
Willie Tolliver, Chair of English

Public Health Advisory Committee

Amy Patterson
Srebrenka Robic
Doug Falen
Jim Wiseman

Women's Studies Advisory Committee

Beth Hackett

Scholarships Advisers for 2016-2017

Goldwater Scholarship: Tim Finco
The Hubert Scholars Program: Dawn Killenberg
James Madison Fellowship: Cathy Scott
Kemper Scholars Program: Dawn Killenberg
Mary Angela Herbin McLennan Medical Fellowship: Mary Nell Higley
British Marshall Scholarship: Willie Tolliver
Fulbright Fellowship: Gayatri Sethi
Rhodes Scholarship: Willie Tolliver
Truman Scholarship: Madeline Zavodny

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

Bridge to Business Program with Georgia Institute of Technology: Tom Will
Dual Degree Adviser with Emory (Nursing): Andrea Clark
Dual Degree Adviser with Emory (Computer Science): Mathavi Strasburger
Dual Degree Adviser with Georgia Institute of Technology (Engineering): Mathavi Strasburger
PLEN Adviser: Catherine Scott
Post-baccalaureate Pre-medical Adviser: Mary Nell Higley
Pre-Health Professions Adviser: Andrea Clark
Pre-Law Adviser: Beth Hackett, Gus Cochran
Washington Semester Program Adviser: Catherine Scott

II. THE FACULTY—GOVERNANCE

Members of the Agnes Scott College Faculty 2016-2017

Ackerman, Nicole	Assistant professor of physics	<i>Lv Sp 17</i>
Artese, Charlotte	Professor of English	
Bagley, Elizabeth	Director of library services	
Bailony, Reem	Assistant professor of history	
Ball, Kelly	Director of extended programs	
Bayless, Rachel L.	Assistant professor of mathematics	<i>Lv Sp 17</i>
Beidler, Anne E.	Professor of art	<i>Lv 16-17</i>
Blatchley, Barbara J.	Professor of psychology	
Bolduc, Michele	Visiting assistant professor in public health	
Cain, Mary C.	Associate professor of history	<i>Lv Sp 17</i>
Cochran, III, Augustus B.	Adeline A. Loridans Professor of Political Science	
Coia, Lesley	Professor of education	
Cozzens, Christine S.	Charles A. Dana Professor of English, director of the Center for Writing and Speaking	
Cunningham, Rosemary T.	Hal and Julia T. Smith Chair of Free Enterprise	
D'Ambrosio, David	Director of piano studies and accompanying	
Denis, Lara	Professor of philosophy, director of the ethics program	
De Pree, Christopher G.	Charles A. Dana Professor of astronomy	
Diedrick, James	Professor of English	
Drinkwater, Megan O.	Associate professor of classics	
Dutton, Stacey	Assistant professor of biology and neuroscience	
Emert, Toby	Professor of education	<i>Lv 16-17</i>
Falen, Douglas	Associate professor of anthropology	
Fantz, Douglas A.	Associate professor of chemistry	
Finco, Timothy S.	Professor of biology	
Goff, Karen	Vice president for student life and dean of students	
Graml, Gundolf	Associate professor of German and director of German studies	
Grostephan, Alan	Assistant professor of English and creative writing	
Hackett, Elizabeth	Associate professor of women's studies and philosophy	
Hall, Alison	Gail Savage Glover '66 and Marion Glover Assistant Professor of Business	
Hall-Clifford, Rachel	Assistant professor of anthropology and public health	<i>Lv 16-17</i>
Harvey, Lilia C.	Associate vice president for academic affairs and dean of the college, professor of chemistry	
Hughes, Jennifer L.	Charles Loridans Professor of Psychology	
Iqbal, Roshan	Assistant professor of religious studies	
Jackson, Regine O.	Associate professor of sociology	
Jelks, Na'Taki Osborne	Visiting assistant professor in public health	
Kennedy, Katharine D.	Charles A. Dana Professor of History	
Khwaja, Waqas A.	Professor of English	
Kingsley, Scarlett	Assistant professor of classics	
Kiss, Elizabeth	President of the college, professor of philosophy and women's studies	
Knowlton, Julia	Professor of French	<i>Lv F 16</i>

II. THE FACULTY

Koch, Alan	Professor of mathematics	
Laird, Tracey	Professor of Music	
Levin, Iris	Assistant professor of biology	
Larimore, Jennifer L.	Assistant professor of biology	
Lovell, Amy J.	Professor of astronomy	
Lund, Jennifer	Associate dean of international education, assistant professor of education	
Manes, Yael	Assistant professor of history	
Meis, Gail	Registrar	
Meyer-Lee, Elaine	Associate vice president for global learning and leadership, assistant professor of psychology	
Morris, Eleanor G.	Associate professor of political science	
Morris, Robin	Assistant professor of history	
Newsome, Yvonne D.	Professor of sociology	
Norat, Gisela	Professor of Spanish	
Ocasio, Rafael	Charles A. Dana Professor of Spanish	<i>Lv. F 16</i>
Ojo, Philip	Kathy '68 and Lawrence Ashe Professor of French	
Pannell, Kerry E.	Vice president for academic affairs and dean of the college, professor of economics	
Patterson, Amy E.	Assistant professor of public health	<i>Lv Sp 17</i>
Paul, Jing	Assistant professor of Chinese	
Peifer, Janelle	Assistant professor of psychology	<i>Lv F 16</i>
Perdue, Bonnie M.	Assistant professor of psychology	<i>Lv F 16</i>
Pilger, John F.	William Rand Kenan, Jr. Professor of Biology	
Pippin, Tina	Wallace M. Alston Professor of Bible and Religion	
Qi, Li	Associate professor of economics	
Riddle, Lawrence H.	Professor of mathematics	
Riter, Ruth E.	Professor of chemistry	
Robic, Srebrenka	Associate professor of biology	
Rogers, Lock	Associate professor of biology	
Roosa, Bridget	Associate professor of dance and director of dance studies	
Ruby, Nell J.	Kathy '68 and Lawrence Ashe Professor of Art	
Sadler, Donna L.	Professor of art	
Sanders, Dudley W.	Professor of theatre	
Schlig, Michael	Professor of Spanish	
Schneider, Patricia Higino	Associate professor of economics	
Scott, Catherine V.	Professor of political science	
Smith, Katherine	Associate professor of art history	
Solomon, Jason	Assistant professor of music	
Solomon, Qiao Chen	Associate professor of music	
Stamant, James	Visiting assistant professor of English	
Stamant, Nicole	Assistant professor of English	
Tajali, Mona	Assistant professor of international relations and women's studies	<i>Lv Sp 17</i>
Thompson, David S.	Annie Louise Harrison Waterman Professor of Theatre	<i>Lv 16-17</i>
Thorsrud, Harald	Professor of philosophy	
Tolliver, Jr., Willie	Professor of English, director of Africana studies, director of film studies	
Venable, T. Leon	Associate professor of chemistry	<i>Lv F 16</i>
Whitworth, Lauran	Visiting assistant professor of women's studies	

Will, Thomas E.	Kathy '68 and Lawrence Ashe Associate Professor of Organizational Management	
Winget, Sara Haydock	Associate professor of chemistry	
Wiseman, James	Professor of mathematics	<i>Lv Sp 17</i>
Wu, Shu-chin	Associate professor of history, director of Asian studies	<i>Lv. F 16</i>
Zablocki, Abraham	Associate professor of religious studies	<i>Lv Sp 17</i>
Zavodny, Madeline	Professor of economics	

Bylaws

AGNES SCOTT COLLEGE FACULTY

Article One: Composition and Function

1.0 Definitions

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

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

Faculty. Employees whose work is directly related to the academic program of the college. Teaching faculty are employees holding the ranks of professor, associate professor, assistant professor, senior lecturer, or instructor. Certain administrative staff members have faculty status ex officio: the president, the VPAA, the dean of students, the director of library services, the associate dean of the college, and the registrar. Others may be appointed to faculty status by the president. Suffrage is extended to all full-time faculty members except non-tenure-track faculty in the first year of appointment (section 5.1). Access to faculty grievance 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 approved by the board. A faculty vote follows the reading of proposed changes in at least two faculty meetings. The Appendix following Article 7 contains interpretations of the bylaws and of faculty legislation and a record of standing invitations to faculty 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 VPAA, the dean of students, the director of library services, the registrar, and members of the academic departments holding the rank of professor, associate professor, assistant professor, or instructor. Other members of the teaching and administrative 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. Faculty members with access to grievance procedures include all full and part time faculty, artist affiliates, laboratory instructors, and resident language assistants. Administrators and staff who teach may also use the grievance procedure for issues which arise from their teaching-related duties.
- 1.2 Under the authority of the board of trustees and the president, the faculty determines the academic policy of the college, establishes standards of admission, fixes requirements for the degree, approves the courses of instruction offered by the various departments, and administers the curriculum. The faculty has general charge of instruction, curricular planning, attendance of students, examinations, and the academic discipline of the college. The faculty may make rules for its organization and

conduct of business and may organize councils and committees for the proper discharge of its responsibilities.

- 1.3 The faculty is concerned with the college as a whole and advises in the appointment, reappointment, promotion and tenure of faculty members; programs of faculty welfare, including policies regarding workload, compensation, leaves, and retirement; the planning for the future of the college; the budgeting of funds for purposes of instruction and research; the operation of the college library; the location, function and design of college buildings; the appointment of committees; the selection of major college officers; the social and religious life of the college; and other matters.

Article Two: Officers

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

Article Three: Committees

- 3.1 In order to reduce the time required for the discussion of its affairs without sacrificing the principle of representation, the faculty assigns certain of its functions to committees.
- 3.2 Faculty committees are responsible to the faculty. Faculty members of college committees are responsible to both the faculty and the president. Faculty ad hoc committees shall be established as appropriate by the officers of the faculty executive committee; college ad hoc committees shall be established as appropriate by the president of the college. Ad hoc committees may exist for as long as eighteen months. Faculty members on all standing faculty and college committees and all faculty ad hoc committees shall be elected by the faculty. See also 3.8.b.4. Faculty members on college ad hoc committees may be appointed by the president or elected by the faculty. A faculty member may not serve on more than one standing faculty committee, but members of standing committees may serve on college committees or ad hoc faculty committees.
- 3.3 Regulations for Committees:
 - a. Administrators who serve ex officio on committees shall have suffrage.
 - b. Faculty committees shall elect their own chairs.
 - c. The responsibilities of a committee chair are as follows:
 - To ensure that the committee fulfills the responsibilities assigned to it in the bylaws;

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

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

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

Revised by the faculty April 9, 2010.

Faculty Committees

3.4 Committee on Academic Standards and Admission (CASA)

- a. Membership: Five members of the faculty. The VPAA and the Dean of Students or a representative of each of their offices will serve as an ex officio member of the committee.
Current members listed on p. 35
- b. Duties:
 1. The committee recommends to the faculty the academic regulations of the college and the standards for academic honors. After their adoption by the faculty, these regulations and standards shall be administered by the vice president for academic affairs and dean of the college, who is authorized to make exceptions.
 2. The committee monitors the administration of academic regulations and standards, 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. The committee serves as a resource to scholarship advisers and advisory committees.
 4. The committee receives reports on the status of the admissions, enrollment, and retention efforts of the college each semester.
 5. The committee recommends to the faculty policies and standards for admission to the college.
 6. The committee provides feedback to the admission office on the academic performance of identifiable groups.
 7. The committee advises on enrollment and retention strategies.

3.5 Curriculum Committee

- a. Membership: Six members of the faculty. The VPAA and the Registrar or a representative of each of their offices will serve as an ex officio member of the committee.
Current members listed on p. 35
- 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 curricular changes and student-designed majors. Departments and programs submit proposals for curricular changes to the chair of the Curriculum Committee. The chair determines whether proposed changes are sufficiently substantive to require the approval of the committee. The chair may, in consultation with the VPAA and registrar, approve those proposed changes deemed insufficiently substantive to require the approval of the committee. The committee determines whether the proposed changes it approves are sufficiently substantive to require the approval of the faculty.

3. The committee makes recommendations to the VPAA concerning the addition of new tenure-track positions, in accordance with Appointment policies. The committee makes recommendations to the VPAA concerning the creation or abolition of non-tenure-track positions in accordance with policy on full-time non-tenure-track faculty. To assist them in their deliberations, the committee requests an update from the VPAA on the number of current part- and full-time non-tenure track faculty by October 1st of each year.
4. The committee keeps informed of curricular trends, conducts discussions with departments about their curricula as needed, directs questions and proposals for curriculum change to the departments and programs, and, as appropriate, generates initiatives in new and developing areas.
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.
8. The committee monitors the credit-granting interdisciplinary academic programs and oversees special programs such as First-year seminars, global awareness, and the Women's Global Leadership Certificate program.

3.6 Committee on Professional Development (PDC committee)

- a. Membership: Four members of the faculty. *Current members listed on p. 35*
- b. Duties.
 1. The committee proposes internal policies concerning research, sabbatical leaves, attendance at professional meetings and other activities that contribute to the professional development of the faculty.
 2. The committee makes recommendations to the vice president for academic affairs and dean of the college concerning the awarding of internal professional development grants and of sabbatical leaves.
 3. The committee may communicate to the Office of Sponsored Programs funding needs for general faculty development.
 4. The committee is available for consultation with the director of the Center for Teaching and Learning.

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

- a. Membership: Five tenured faculty members three of whom must be full professors. In any year in which the anticipated number of midterm and tenure reviews is unusually large, the chair of the RPT committee may request that the FEC officers conduct elections for additional members to serve a one-year term. *Current members listed on p. 35*

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

3.8 Faculty Executive Committee (FEC)

- a. Membership: The FEC consists of three officers (the president, the first vice-president, and the second vice-president, elected by the faculty for staggered three-year terms, with officers serving as second vice-president in the first year after election, as first vice-president in the second year, and as president in the third year) and the chairs of faculty standing committees. The VPAA or a representative of this office will serve as an ex officio member of the committee. *Current members listed on p. 35*
- b. Duties:
Officer Duties:
1. The president of the FEC presides at faculty meetings, the first vice president of the FEC acts as parliamentarian, and both vice presidents serve as tellers.
 2. The officers of the FEC monitor and expedite the democratic and efficient transaction of faculty governance, including the effective functioning of all faculty committees and the timely and informative reporting of committee activities to the full faculty.

3. The officers of the FEC set the schedule of faculty meetings for each session and the agenda for each meeting. In preparing the agenda, the FEC president asks the President of the College to indicate any action items to be introduced at the meeting. The officers of the FEC or the president of the college may invite persons other than members of the faculty to attend a specific faculty meeting. Standing or continuous invitations may be extended only by vote of the faculty itself and are recorded in the Appendix below. (See also section 4.5.)
4. The officers of the FEC act for the faculty when immediate action is necessary and a special meeting of the faculty is inexpedient. Such action is regarded as an action of the faculty but must be submitted to the faculty for confirmation at the next regularly scheduled meeting.
5. The officers of the FEC, after soliciting faculty interest in assignments, nominate faculty to committee posts with the exclusion of the FEC officer positions.
6. The officers of the FEC consult with the president and VPAA about faculty representation on administrative and college committees and task forces.
7. The officers of the FEC may establish faculty ad hoc committees, specify their composition and duties, and designate a time by which their work is to be completed.

FEC Duties:

1. The FEC interprets faculty bylaws and legislation, upon request or on its own initiative. Interpretations of the bylaws and of faculty legislation are recorded in the Appendix to these bylaws. When a request for interpretation suggests a need to clarify a bylaw or a piece of faculty legislation, the committee should bring a clarifying amendment to the faculty. A recorded interpretation disappears when its substance is approved as an amendment to the bylaws or to the relevant faculty legislation.
2. The FEC determines how the faculty gives advice in the appointment and subsequent reviews of the president, VPAA, dean of students, and director of admissions.
3. The FEC provides liaison with the Board of Trustees.
4. The FEC addresses faculty issues that transcend the duties of faculty committees.
5. The FEC constitutes ad-hoc committees as necessary to adjudicate grievances.

3.9 Finance Committee

- a. Membership: Four members of the faculty. *Current members listed on p. 35*
- b. Duties:
 1. The committee analyzes and keeps faculty informed about budgetary and financial trends and issues at the college and at regionally and nationally comparable institutions.
 2. The committee represents the faculty in compensation matters.
 3. The committee represents the faculty in the budgetary process.
 4. The committee represents the faculty in matters related to the endowment and capital campaigns.

5. The committee works with the Faculty Strategic Planning Committee to communicate faculty priorities and needs.

3.10 Strategic Planning Committee

- a. Membership: Four members of the faculty. *Current members listed on p. 35*
- b. Duties:
 1. The committee represents the faculty in the college strategic planning process.
 2. The committee monitors the implementation of strategic plans.
 3. The committee stays abreast of and informs the faculty of trends and innovations in higher education.
 4. The committee identifies issues of strategic significance for the college and notifies appropriate committees when further consideration or action seems appropriate.
 5. The committee periodically solicits faculty opinion about the state of the college, pressing issues, and suggested innovations.

3.11 Academic Support Committee

- a. Membership: Four members of the faculty. *Current members listed on p. 35*
- b. Duties:
 1. The committee represents the faculty in technology issues and advises on the provision of technology resources to the academic program.
 2. The committee advises on library resources and policies.
 3. The committee represents the faculty on issues regarding buildings and grounds.
 4. The committee represents the faculty on issues regarding the college website and intranet structures.
 5. The committee identifies emerging needs to support the academic program and works to advise the provision of the resources to meet these needs.

3.12 Campus Life Committee

- a. Membership: Six members of the faculty. The dean of students or a representative of this office will serve as an ex officio member of the committee. *Current members listed on p. 35*
- b. Duties:
 1. The committee represents the faculty's interest in the intellectual climate of the campus in matters concerning academic advising, certain campus events, and functions of the Office of the Dean of Students related to the academic program. In addition to serving as a liaison between faculty and the corresponding administrators and students on these issues, the committee also presents faculty perspectives, offers suggestions, and provides responses when requested.

2. The committee consults with academic advising and works with various programs and activities such as orientation and First Year Seminars to ensure the successful integration of students into the academic program.
3. The committee sponsors, organizes, and coordinates various campus events such as the Spring Annual Research Conference (SpARC) and the ACME Lecture Series to enhance the intellectual climate of the college.
4. The committee presents faculty perspective and interests in initiatives and activities administered by the Office of the Dean of Students that affect students' academic success.
5. The committee receives reports from and consults with, as needed or requested, administrators and students about aspects of campus life affecting the academic program or intellectual atmosphere of the college.

Article Four: Meetings

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

- 4.8 The president of the faculty executive committee presides over the faculty meetings.
- 4.9 The regular order of business at faculty meetings shall be:
1. Approval of the minutes
 2. Old business
 3. New business
 4. The president of the college
 5. Vice president for academic affairs and dean of the college
 6. Reports of standing committees
 7. Reports of other committees
 8. Communications
 9. Discussion of special item(s)
 10. Announcements
- 4.10 The procedure in faculty meetings is governed by the latest edition of Robert's Rules of Order except as specified in the bylaws. See Appendix C for standing exceptions to Robert's Rules.

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

Article Five: Suffrage and Voting

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

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

Article Six: Elections

The following principles and procedures govern all faculty elections:

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

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

Revised by the faculty May 13, 2005
Revised by the faculty May 2, 2008
Revised by the faculty April 9, 2010
Revised by the faculty October 7, 2011

Article Seven: Amendment of the Bylaws

- 7.1 An amendment of these bylaws may be proposed by any voting member of the faculty or by any faculty committee.
- 7.2 The proposed amendment is submitted in writing to the president of the faculty executive committee and placed on the agenda of the next faculty meeting. A copy of the proposed amendment is sent to all faculty members at least two days before the meeting is to be held.
- 7.3 The proposer presents the amendment for reading and discussion. After its initial reading, and any discussion, the proposed amendment is read a second time at the next regular meeting of the faculty, held no sooner than seven days after the first reading. At this final meeting the affirmative vote of two-thirds of the faculty present and eligible to vote is required for the adoption of the amendment.

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

Revised May 2, 2008. Revised April 9, 2010

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

Appendix C: Standing Exceptions to Robert's Rules

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

Voting Members of the Agnes Scott College Faculty 2016-2017**

The President

The Vice president for academic affairs and dean of the college

The Associate vice president for academic affairs and associate dean of the college

The Associate vice president for global learning and leadership development

The Vice president for student life and dean of students

The Director of library services

The Registrar

Kelly Ball, Director of Extended Programs

Jennifer Lund, Associate dean of international education

Professors — Artese, Beidler *[on leave 16-17]*, Blatchley, Cochran, Coia, Cozzens, Cunningham, De Pree, Denis, Diedrick, Emert *[on leave 16-17]*, Finco, Harvey, Hughes, Kennedy, Khwaja, Knowlton *[on leave f'16]*, Koch, Laird, Lovell, Newsome, Norat, Ocasio *[on leave f'16]*, Ojo, Pilger, Pippin, Riddle, Riter, Ruby, Sadler, Sanders, Scott, Schlig, D. Thompson *[on leave 16-17]*, Thorsrud, Tolliver, Wiseman *[on leave Sp'17]*, Zavodny

Associate Professors —Cain *[on leave sp'17]*, Drinkwater, Falen, Fantz, Graml, Hackett, Jackson, Morris E., Qi, Robic, Rogers, Roosa, Schneider, Smith, K., Solomon Q., Venable *[on leave f'16]*, Will, Winget, Wu *[on leave f'16]*, Zablocki

Assistant Professors —Ackerman *[on leave sp'17]*, Bayless *[on leave sp'17]*, Dutton, Grostephan, Hall, Hall-Clifford *[on leave 16-17]*, Iqbal, Kingsley, Larimore, Levin, Manes, Morris, R., Patterson *[on leave sp'17]*, Paul, Peifer *[on leave f'16]*, Perdue *[on leave f'16]*, Solomon J., Stamant, Tajali

Visiting faculty and instructors – D'Ambrosio

	Fall	Spring
Voting Members	77	78
Quorum (60%)	46	46

**Faculty on leave are not eligible to vote during the leave. See II.5.2

Faculty Committees Membership - 2016-2017

Committee Name	Committee members and terms	
Academic Support Committee	Qiao Solomon, chair f'16 (17) Eleanor Morris, chair sp'17 (18) Rachel Bayless (19)	Yael Manes, (18) Jing Paul (19) Cathy Scott (sp 17 only)
Campus Life Committee	Regine Jackson, chair (18) Gus Cochran (f'16) Stacy Dutton (19) Tracey Laird (f'16)	Philip Ojo (19) Bonnie Perdue (17) (<i>lv f'16</i>) Jason Solomon (18) VPSL
Committee on Academic Standards and Admission (CASA)	Mary Cain, chair f'16 (f'16) Julia Knowlton, chair sp'17 (18) Rachel Hall-Clifford (18) (<i>on lv</i>) Jennifer Larimore (17) Robin Morris (17)	Patricia Schneider (18) Nicole Stamant (17) VPAA VPSL
Curriculum Committee	Srebrenka Robic, chair f'16 (18) Barbara Blatchley, chair sp'17 (18) Nicole Ackerman (17) Charlotte Artese (17) Doug Falen (19)	Roshan Iqbal (19) Kathy Kennedy (sp'17 only) VPAA Registrar
Faculty Executive Committee (FEC officers and chairs of all faculty committees)	Nell Ruby, President (17) John Pilger, 1st VP (18) Katherine Smith, 2 nd VP (19) Qiao Solomon (f16) Regine Jackson Mary Cain (f16) Srebrenka Robic (f16)	Li Qi Tim Finco Christine Cozzens Amy Patterson Gundolf Graml Tom Will VPAA
Finance Committee	Li Qi, chair (18) Doug Fantz (19)	Lock Rogers (17) Sarah Winget (19)
Professional Development Committee	Tim Finco, chair (18) Alan Grostephan (19)	Bridget Roosa (18) Abraham Zablocki (17)
Reappointment, Promotion and Tenure Committee	Christine Cozzens, chair (19) Rosemary Cunningham (19) Megan Drinkwater (17)	Jennifer Hughes (17) Ruth Riter (18) Madeline Zavodny (17)
Strategic Planning Committee	Chris De Pree, chair (18) Lara Denis (19)	Dudley Sanders (18)

Faculty Summit Committees:

Global Learning	Gundolf Graml, Chair	Christine Cozzens Regine Jackson
Leadership Development	Tom Will, Chair	Yael Manes Hal Thorsrud

FACULTY MEETINGS — 2016-2017

President: Nell Ruby
 Secretary to the Faculty: Susan Dougherty
 Parliamentarian: John Pilger (FEC 1st VP)
 Tellers: John Pilger, Katherine Smith (FEC VPs)

MEETING DATES

Friday, September 2, 2016	2:00 p.m.
Friday, October 14, 2016	2:00 p.m.
Friday, November 4, 2016	2:00 p.m.
Friday, December 2, 2016	2:00 p.m.
Friday, February 3, 2017	2:00 p.m.
Friday, March 3, 2017	2:00 p.m.
Friday, April 7, 2017	3:30 p.m.
Friday, May 5, 2017	2:00 p.m.
Friday, May 12, 2017	1:30 p.m.

All meetings will be held in Teasley Lecture Hall, Bullock Science Center

Academic Procession Dates 2016-2017

Tuesday, August 23, 2016	Opening Convocation/Sr. Investiture, 11:00 a.m.
Friday, January TBA, 2017	Martin Luther King, Jr., Convocation, 2:00 p.m.
Friday, May 12, 2017	Baccalaureate, 4:00 p.m.
Saturday, May 13, 2017	Commencement, 9:30 a.m.

Academic Procession List for 2016-17

College Marshalls: Doug Fantz and Jennifer Hughes

Kiss	Venable*	Manes	Lund
Pannell	Hackett	Stamant	Bagley
Goff	Cain**	Solomon, J.	D'Ambrosio
Cochran	Schneider	Hall-Clifford***	Meis
Pilger	Falen	Larimore	Meyer-Lee
Cunningham	Fantz	Morris, R.	Ball
Scott	Zablocki	Ackerman**	Bolduc
Riddle	Qi	Bayless**	Jelks
Kennedy	Roosa	Patterson**	Whitworth
Ocasio*	Smith	Perdue*	
Pippin	Wu*	Dutton	
Cozzens	Drinkwater	Grostephan	
Diedrick	Robic	Iqbal	
Sanders	Graml	Paul	
Denis	Jackson	Peifer*	
D. Thompson***	Will	Tajali	
Beidler***	Winget	Hall	
De Pree	Morris, E.	Kingsley	
Knowlton*	Rogers	Levin	
Norat	Solomon, Q		
Zavodny			
Harvey			
Khwaja			
Finco			
Koch			
Blatchley			
Hughes			
Lovell			
Coia			
Laird			
Riter			
Schlig			
Tolliver			
Wiseman**			
Newsome			
Ruby			
Artese			
Emert ***			
Ojo			
Thorsrud			

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 rank alphabetically.

* On leave fall semester 2016

**On leave spring semester 2017

***On leave 2016-17 academic year

RPT 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 VPAA 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 VPAA, or the Curriculum Committee. In the spring, departments either individually or jointly submit staffing requests to the VPAA, who with advice from the Curriculum Committee, prepares an appointment plan and authorizes departmental searches. Search committees operate in consultation with the VPAA, upon whose approval the most promising candidates are interviewed on campus. After such interviews, the search committee makes recommendation to the VPAA. Upon approval of a candidate by the VPAA and the president, the VPAA 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 VPAA 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 VPAA, 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 VPAA 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.

VPAA. 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 VPAA, 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 or program, 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 VPAA, 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 VPAA 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 VPAA 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. After consulting with the president about whether searches for tenure-track positions will be conducted in the following academic year, the vice president for academic affairs consults with the Curriculum Committee about the call for requests. Interested academic departments shall submit the following information in writing to the VPAA and the Curriculum Committee by February 1, unless otherwise indicated by the Curriculum Committee (see faculty Bylaw 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 VPAA 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 VPAA, 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 VPAA 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 college as a whole. Committee discussions of the requests with the VPAA shall be concluded by commencement. The VPAA then presents this plan to the president.
- c. For each search, all probationary and/or tenured faculty of the department or program involved who are both full time and continuing shall constitute the search committee, and the department or program chair shall usually serve as the search committee chair. If the department chair or program director cannot serve or if the RPT Committee and the VPAA, after consultation with the department or program, determine that another chair would be more appropriate, the RPT Committee and the VPAA shall appoint the search committee chair from among the tenured members of the department or program, or if none is available, from among the tenured members of closely related departments or programs.
- d. If there are not at least three probationary and/or tenured members of the department or program who are both full time and continuing conducting the search, the RPT Committee together with the VPAA, in consultation with the department chair or program director, shall appoint additional members from the tenured faculty in related disciplines or programs to bring the number of members of the search committee to three.
- e. If the faculty appointment is to have substantial teaching duties in a department or program outside the department or program with which the position is affiliated, the RPT Committee and

the VPAA may appoint additional members to the search committee from faculty in this department or program.

- f. Search committees shall conduct formal, public searches in consultation with the VPAA, and shall submit to the VPAA for approval the names and files of candidates they wish to invite to campus. As early as possible, the VPAA 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 VPAA of the majority recommendation of the search committee. The VPAA consults with the president before an oral offer of appointment is made. When a majority of the search committee and the VPAA and the president have agreed on a candidate, the VPAA 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 VPAA—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 VPAA and the president. Upon recommendation by the Curriculum Committee, the department and the VPAA will collaborate in reviewing the credentials of the highly qualified candidate for possible recruitment and appointment without a national search.

- g. 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 VPAA 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.
- h. 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 or programs, the VPAA, and the RPT Committee and the approval of all parties. A change of departmental or program structure for administrative purposes does not require this process, but should include consultation between the VPAA and the departments/programs affected.
- i. 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 program or the VPAA and adopted upon the concurrence of both parties.

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

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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 VPAA 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.

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 VPAA, 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 VPAA.

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 VPAA; the VPAA 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 VPAA, and recommends to the president. The VPAA 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 VPAA 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.

- VPAA 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 VPAA 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 VPAA discuss the matter and work out a solution by consensus. If consensus is impossible, the matter is referred to the faculty executive committee for a ruling.

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 adviser 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 VPAA. 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 VPAA 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 VPAA'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 VPAA. 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 VPAA for or against reappointment. The VPAA 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 VPAA, and recommends to the president. The VPAA 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 VPAA (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 VPAA also shares the responsibility for monitoring the progress of the faculty member. If the VPAA sees a problem that could affect reappointment, promotion, or tenure, it is the VPAA's duty to

discuss the problem with the faculty member concerned. (On the VPAA'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 VPAA 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 adviser, 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 VPAA. 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 VPAA.

4.2 The Professional Activities Report (PAR)

In addition to the formal review process, the VPAA 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 VPAA'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 VPAA. The VPAA 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 VPAA'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 VPAA 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 VPAA, and the VPAA 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 VPAA, 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 VPAA, 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 VPAA.

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 VPAA.

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 VPAA. 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 VPAA, 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 VPAA 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 VPAA.

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

November 20. The VPAA 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 VPAA

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 VPAA, and the review committee and the VPAA 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 VPAA, 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 VPAA 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 FEC Officers 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 VPAA 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 VPAA, 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 VPAA.

The RPT committee and the VPAA 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 VPAA 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 VPAA in the Review Process

The VPAA 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 VPAA communicates with the review committee as necessary and meets with the review committee at least once to discuss the review. The VPAA 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 VPAA. The VPAA 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 VPAA also contributes to the ongoing process of communication by monitoring the annual Professional Activities Reports of faculty members. The VPAA 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 VPAA may also suggest to a long-time associate professor that he or she apply for promotion. Together with the RPT committee, the VPAA 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 VPAA considers requests for exceptions to the normal review process (see section 10).

No later than September 30 each year, the VPAA 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 VPAA. 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 VPAA. The review committee and the VPAA make independent recommendations to the president. The candidate may also request a meeting with the committee or the VPAA 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 VPAA, 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 VPAA.

The review committee solicits information from the candidate and others as appropriate, meets to discuss the review, meets with the VPAA, 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 VPAA. 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 VPAA 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 VPAA.

April 1. The VPAA 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 VPAA, the department chair and the candidate.

May 15. Candidates attend an orientation meeting with the VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA. 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 VPAA 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 VPAA also sends the candidate and each review committee member a copy of the VPAA's recommendation.

April 20. If the president has any concerns about the candidacy or the recommendations, the president meets with the VPAA 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 VPAA. The review committee meets by itself and with the VPAA, and both the committee and the VPAA recommend to the president. The period under review is the time spent at the rank of assistant professor.

On the VPAA'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 VPAA, and the review committee and the VPAA make independent recommendations to the president. The candidate may also request a meeting with the review committee or the VPAA 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 VPAA, 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 VPAA.

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 VPAA's recommendation letter from the midterm review (supplied by the VPAA)
- 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 VPAA. 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 VPAA 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 VPAA.

April 1. The VPAA 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 VPAA, the department chair and the candidate.

May 15. Candidates attend an orientation meeting with the VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA) 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 VPAA 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 VPAA, or the candidate may also request a meeting to address concerns.

March 15. The review committee delivers its recommendation to the VPAA. 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 VPAA 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 VPAA also sends the candidate and each review committee member a copy of the VPAA's recommendation.

April 20. The president meets with the VPAA 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 VPAA. The review committee meets once by itself and once with the VPAA, and the committee and the VPAA make independent recommendations to the president. The candidate may also request a meeting with the committee or the VPAA or both.

On the VPAA'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 VPAA and makes recommendation to the president. The candidate may also request a meeting with the review committee or the VPAA 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 VPAA, 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 VPAA 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 VPAA.

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 VPAA. 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 VPAA 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 VPAA and the RPT chair.

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

April 1. The VPAA 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 VPAA and the candidate. The RPT chair informs the candidate, the VPAA, and the members of the candidate's review committee of the membership of the review committee.

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 VPAA 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 VPAA 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 VPAA of the college. The VPAA's letter and the review committee chair's summary letter from the tenure review are placed in the candidate's file by the VPAA. 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 VPAA 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 VPAA 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 VPAA, or the candidate may also request a meeting to address concerns.

November 1. The review committee delivers its recommendation to the VPAA. 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 VPAA 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 VPAA 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 VPAA 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).

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 VPAA, accompanied by a letter from the department chair supporting the request. The VPAA and the RPT Committee working together decide the matter, in consultation with the candidate and the department chair. The VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA.

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 VPAA 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 VPAA.

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 VPAA, 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 VPAA.

11.3.b Review materials

The candidate submits the following required materials:

- A current curriculum vita
- 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 VPAA. 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 VPAA.

April 1. The VPAA 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 VPAA, the department chair and the candidate. .

May 15. Candidates attend an orientation meeting with the VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA. 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 VPAA 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 VPAA 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 VPAA 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 VPAA 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 VPAA'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 the external reviewers and the review committee, except that the names of the letter writers (and in the case of external reviewers, the affiliation) shall be deleted from the copies of the letters made available to the candidate. The candidate may take notes on the materials but may not remove documents from the VPAA'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 VPAA's letter, and any administrative responses are added to the candidate's personnel file in the VPAA'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 VPAA by the review committee chair and the members of the review committee, along with the VPAA'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

Revised by the faculty February 5, 2010. Approved by the board of trustees, February 12, 2010

Appendix: Agnes Scott College

**Professional Activities Report (PAR)
Faculty Annual Review**

for the period of
June 1, 2016 – May 31, 2017

Deadline for completion of PAR: June 1, 2017

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. 2016-2017 Teaching: include independent study, special study, internships, etc.

Fall 2016		Credit hours	Course number and section	No. of students per course/section who received a grade
	Course Name			

Spring 2017		Credit hours	Course number and section	No. of students per course/section who received a grade
	Course Name			

B. Summer 2016 Teaching at ASC or elsewhere: include independent study, special study, internships, etc.

Summer 2016	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 adviser	Number of students for whom you are the MINOR academic adviser	Number of SELF-DESIGNED MAJORS for whom you are the academic adviser	Number of UNDECLARED MAJORS for whom you are the academic adviser

- 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 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

II. Scholarship

A. Scholarly publications (broadly defined), performances, and exhibitions: published, performed, or exhibited between June 1, 2016 and May 31, 2017. 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.**

- B. Publications, performances, or other works accepted for publication, performance, exhibition, etc. between June 1, 2016 and May 31, 2017.**

- 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.**

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

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

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

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E. Community service

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

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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.

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

- 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 VPAA 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 VPAA 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 VPAA, 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 VPAA, in consultation with the board of inquiry, shall compose a statement giving specific grounds for such proceedings.
- c. The VPAA 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 VPAA 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 VPAA, 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 VPAA, the VPAA 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 VPAA, 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 VPAA'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 VPAA, 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 VPAA 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 VPAA.

- 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 VPAA, 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 VPAA 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.

Revised by the faculty February 25, 1999 and approved by the board of trustees October 30, 1999.

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, "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 VPAA and the Curriculum Committee will review causes and propose remedies.
- III. Creation, Abolition, and Conversion of Full-time Non-tenure-track Positions
- 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 (Appointment 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 (Appointment 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 VPAA 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 VPAA 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.

- C. 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. (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 VPAA. Note: All multiple-year contracts are conditioned by the completion of satisfactory annual reviews. Departments will conduct reviews of 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 VPAA, 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 VPAA 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 VPAA 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 VPAA reminds the faculty member that a review will take place during the next academic year. At the beginning of that year, the VPAA and the faculty member schedule a review meeting.

After the meeting takes place, the VPAA 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 VPAA's summary of the conversation and the faculty member's response, the faculty member may attach to the VPAA'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

1. The main purpose of student surveys is to provide faculty with information about the students' opinions of teaching and to assist faculty in maintaining and improving the quality of teaching.
2. The faculty must approve procedures to be used in obtaining student surveys as well as the content of the survey form.
3. The on-line form for the survey of teaching includes a set of questions related to the course and a set of questions related to the instructor. Each question offers an opportunity for written comments. Departments and individual faculty members may also add additional questions by contacting the course evaluation manager before the surveys open.
4. The course evaluation surveys are conducted through an on-line confidential survey site (CoursEval). Faculty are notified before the survey opens indicating the date it will open and provided names of students who are expected to complete the evaluation.
5. While stressing the importance of these surveys, the instructions should make it clear to students that they are free not to complete the survey in whole or in part. It is up to the students, particularly those in small classes, to decide between maintaining their anonymity and having their opinions heard.
6. The office of faculty services administers the surveys. After grades have been submitted for the semester, the results are released to instructors Department chairs and the vice president for academic affairs and dean of the college may also have access to evaluation results.
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 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. 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 RPT Committee determines policies concerning the number of years evaluations should be kept on file.
10. Interpretation of the outcome of these surveys takes into account class size and the many factors apart from the input of the instructor that influence a student's assessment of a course, including anticipated grade, whether the course is required, percentage of returns, the degree of difficulty of the course, and the implementation of new materials and methods.

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

Adopted by the faculty March 3, 1995, Revised Fall 2008

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 VPAA to resolve the conflict.
4. If the grievant receives no response from the president or VPAA 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.
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 sabbatical 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

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 to the faculty member will be an amount which, with outside funds (if funds are awarded to the College and not the individual), 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 and sponsor requirements will be a relevant factor in any adjustments.

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 VPAA, 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 a full-year 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 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. 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 VPAA 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.
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 VPAA 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 VPAA. If the changes are of sufficient magnitude, the Committee on Professional Development and/or the VPAA 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 VPAA 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 VPAA and the president. In addition, the committee will send all of its evaluations and a ranking of all applicants to the VPAA and the president.

The VPAA 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 VPAA and the president will consider the evaluations and rankings submitted by the Committee on 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:

Appointment Policies 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 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 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 VPAA

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 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, the vice president for academic affairs and dean of the college conveys that offer to the candidate by telephone and establishes a time period within which the candidate will 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, the vice president for academic affairs and dean of the college prepares a letter of appointment 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 are employed by the college for a period of approximately nine months, beginning the week prior to new student orientation and concluding with the week following commencement.

Full-time faculty responsibilities include teaching, advising, scholarship and professional development, and service.

Salary earned during the nine months that constitute the academic year will be evenly distributed over a twelve-month period (July 1 through June 30) for all full-time faculty on nine-month appointments.

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 February 1, 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 Off-Campus Consulting

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

Policy on Faculty Salaries From Grant Funds

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

Summer grant earnings

Faculty earnings paid from grant funds during the summer may not exceed the equivalent of 2.5 months of the faculty member's institutional base salary (IBS), and must abide by any lower limit imposed by the funding agency.

III. ACADEMIC REGULATIONS AND POLICIES

Important Dates for Faculty 2016-17

Fall Semester

August	15-16		New Faculty Orientation	
	15	Monday	International students arrive	
	16-19	Tues.-Fri.	Orientation for international students	
	18	Thursday	Faculty Retreat, 9-4, Lower Evans	
	19	Friday	New students arrive	
	19-22	Fri.-Mon.	Orientation/Legacy for all new students	
	21	Sunday	Returning students arrive	
	23	Tuesday	Registration opens for new students	
	24	Wednesday	Opening Convocation/Sr. Investiture (procession) First day of classes	
	29	Monday	First day to submit Change in Course forms for Sp. 17 Last day of online ADD/DROP using AscAgnes	
September	2	Friday	Last day to add fall semester courses (instructor permission required) or to change to audit Faculty Meeting (2 p.m., Teasley Lecture Hall, BSC)	
	5	Monday	Labor Day holiday (no classes)	
	13	Tuesday	Last day to drop w/out a W 50% withdrawal refund date	
	15	Thursday	Last day to submit change in course forms for Sp. 17	
	16	Friday	Submit syllabi to Faculty Services	
	23		Department chair/Program Director meeting, (2-3:30, Campbell 115)	
	26-Oct. 1	Mon.-Sat.	Black Cat Week	
	30		(1) Sabbatical proposals/applications for 2017-2018 due to PDC and VPAA (2) Sabbatical Reports due to VPAA	
	October	1	Saturday	Black Cat Formal
		4	Tuesday	25% withdrawal refund date
6-9		Thurs-Sun	Fall break (no classes).	
7		Friday	Spring staffing requests due to AVPAA	
14		Friday	Faculty Meeting	
17		Monday	Midterm Grades due by 4:30 pm	
21			Dept. Chairs/Program Directors Meeting (2-3:30 p.m., Campbell 115)	
26		Wednesday	Last day to drop with a "W"**(See note); last day for juniors and seniors to change to pass-fail	
27-28	Thurs-Fri.	Board of Trustees meeting		
31-Nov. 10	Mon.-Thurs.	Spring 2017 course selection on AscAgnes (by class priority)		

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November	4	Friday	Faculty meeting (2 p.m., Teasley Lecture Hall, BSC)	
	4		Course release requests for 2017-18 due to VPAA	
			Deadline for spring cross registration requests	
	11	Friday	Department chair/Program Director meeting, (2-3:30 p.m., Campbell 115)	
	15	Thursday	Class of 2017 Seniors – Graduation Application Due	
	23-27	Wed.-Sunday	Thanksgiving break - college closed	
	28	Monday	Course evaluations open	
			Students submit final exam envelopes to faculty	
December	2	Friday	Faculty Meeting (2 p.m., Teasley Lecture Hall, BSC)	
	5	Monday	Last day of classes	
	6	Tuesday.	Reading Day	
			noon, Deadline for exams to be delivered to Faculty Services for filing	
		7-12	Wed.-Mon. Fall semester exams	
		13	Tuesday	Residence halls close, 10:00 a.m.
		13-Jan 8		Winter Break (students)
		19	Monday	Course evaluations close
				Grades due by 4:30
		20	Tuesday	Final Grades Available after Noon
			Conferral Date for Graduates Completing in December	
	23-Jan. 2	Fri-Tues.	Holiday Break (staff) – college closed	

****After this date, students who withdraw will earn grades of “WF,” which count as “F” grades in the semester and cumulative GPA.**

Spring Semester 2017

January	2	Monday	New Year's Holiday, college closed
	3	Tuesday	College reopens for staff
	9	Monday	All students arrive
	10	Tuesday	First day of classes
	13	Friday	Last day for online ADD or DROP of classes using AscAgnes
	16	Monday	MLK Holiday – College Closed
	20	Friday	Last day to ADD a spring class or change to AUDIT Dept. Chairs/Program Directors meeting, 2-3:30
	27	Friday	Submit syllabi to Faculty Services
	30	Monday	Last day to drop spring courses without a “W”
	February	1	Wednesday
3		Friday	Faculty meeting (2-3:30, Teasley Auditorium, BSC)
2-4		Wed.-Fri.	Winter Board of Trustees Meeting
15		Wednesday	Last day to submit CCF for Fall 2017
17		Friday	2017-18 Staffing forms due to VPAA Dept. Chairs/Prog. Directors meeting, 2-3:30
24		Friday	Founder's Day Convocation
24-26		Fri-Sun.	Sophomore Family Weekend
27-29		Sat.-Mon.	Scholar's Weekend
March	1	Wednesday	2016-17 Course schedules due to registrar
	3	Friday	Faculty meeting (2-3:30, Teasley Auditorium, BSC)
	6-10	Mon.-Fri.	Journeys/Peak Week
	14-18	Mon.-Fri.	Spring Break
	20	Monday	Mid-term grades due
	24	Friday	Dept. Chair/Prog. Dir. Meeting 2-3:30
	30	Thursday	Last day to drop spring courses with a “W”**(see note); last day for juniors and seniors to change to pass-fail
April	3-13	Mon.-Thurs.	Fall 2017 course selection on AscAgnes (by class priority)
	7	Friday	Faculty meeting (2-3:30, Teasley Auditorium, BSC)
	14	Friday	Easter break, campus holiday
	21-23	Fri.-Sat.	Alumnae Weekend
	21	Friday	Dept. Chair/Prog. Dir. Meeting 2-3:30
	27	Thursday	SpARC – no classes
May	3	Wednesday	Last day of classes

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	4	Thursday	Reading Day
	4-9	Thurs.-Tues.	Senior Final Exams
	5-10	Fri.-Wed.	Exams for all other students
	5	Friday	Faculty meeting, 2-3:30, Teasley Auditorium, BSC
	10	Wednesday	Senior grades due by noon
	11-12	Thurs.-Fri.	Spring Board of Trustees Meeting
	12	Friday	Faculty meeting (1:30-3:00 , Teasley Auditorium, BSC) Baccalaureate
	13	Saturday	Commencement
	16	Wednesday	Final non-senior grades due by 4:30 pm
	29	Monday	Memorial Day Holiday
	30	Tuesday	Summer Session I begins
June	1	Thursday	Professional Activities Reports due to Faculty Services

****After this date, students who withdraw will earn grades of “WF,” which count as “F” grades in the semester and cumulative GPA.**

Statement of Academic Rights and Responsibilities

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

Principles

1. All members of the Agnes Scott College community have the responsibility to treat each other with respect and to be fair and 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 VPAA.

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 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.

COMPASS

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

Class Information

Schedule of Classes: Each spring department chairs and program directors are required to submit their class schedules for the following academic year to the registrar, the associate vice president for academic affairs and associate dean of the college, and the vice president for academic affairs and dean of the college for review and approval with a copy to bookstore@agnesscott.edu. Classes must follow a faculty-approved meeting schedule, which is available from the registrar's office. Requests to change a published meeting time after course selection has started for the term must be approved by the VPAA.

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 and maintains the schedule of classes that resides on AscAgnes and maintains and distributes registration schedules. Students are required to meet with their academic advisers 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 Rooms. Special rooms for showing films Buttrick G-4 located on the ground floor of Buttrick Hall, and Campbell 128 (Graves Auditorium). These rooms may be reserved through the office of Special Events and Conferences (emsevents@agnesscott.edu).

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

Drop Policy. Students may drop courses on-line through the fourth business day of the semester. Requests to drop after this date must be done in writing. The last day to drop a course without a W is three weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W is 10 calendar days after the mid-semester break. No one may withdraw from a course after this date, with one exception. Students classified as first-years and in their first two consecutive semesters of study at Agnes Scott may drop a course with a "W" grade from the regular deadline through the last day of classes provided that doing so does not result in an enrollment of fewer than 12 credits. First Year Seminar courses are excluded from this policy. Withdrawals from the college after this date will result in grades of "WF." Grades of "WF" factor into the GPA the same as grades of "F." Exceptions due to a serious hardship or medical problem require documentation and require the approval of the 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 biweekly during summer months. If a course is waitlisted, AscAgnes displays this status and indicates the # of students waitlisted. The instructor of the course may view the names of waitlisted students in priority order on the AscAgnes class roster. In very special

circumstances, an instructor may authorize adding a student not on the waitlist to a waitlisted class via signature permission on the student's paper add form along with a written statement on that form that the instructor intends for the student to be registered as an override to waitlist.

Pass/Fail (P/F) Policy. 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 end of the tenth calendar day of the semester.

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 office of faculty services. Faculty services staff will maintain an electronic inventory of all syllabi.

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

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

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

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

Class Attendance, Tests, and Papers

Class Attendance. Academic work is the heart of the college experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall

III. ACADEMIC REGULATIONS AND POLICIES

responsibility and performance in a given course; excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade. Faculty shall provide students with a written statement of policies regarding absences at the beginning of the semester.

- Individual faculty shall set their own attendance policies, with specific exceptions.
- Policies must not penalize students for absences from class prior to their registration for the course.

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

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

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

It is the student's responsibility to assess obligations for the semester as indicated on 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 vice president of student life and dean of students (x6391) as soon as possible to inform the college of her situation.

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

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

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

Tests, Labs and Oral Presentations. Tests are announced at least a week in advance. Attendance at these tests is mandatory. No student is required to take more than two tests on one day provided 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., English 110), 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 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.

At the beginning of each semester, 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. 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

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

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

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
WF = 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 A or F will be recorded on her transcript and averaged into her semester and cumulative 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 VPAA or the VPSL, in consultation with the faculty member.

Revised and adopted by the faculty December 5, 2003, revised August 2005, revised March 2010.

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

Submitting Grades. All final grades for courses must be submitted on AscAgnes at a time to be announced each semester.

Unsatisfactory Performance. An Instructor's Report on Unsatisfactory Performance must be submitted to the academic advising office for students who receive final course grades of D or F.

Announcement of Grades. Final course grades are posted to AscAgnes by the registrar. It is desirable that final grades be made available to students only via posting on AscAgnes rather than by the instructor of the course.

Incomplete Grades. A student seeking an incomplete (I) must see the 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 an F. Only the assistant dean of the college 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. Revised July 2014.

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 VPAA 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. A log of disputed grades heard by the Committee on Academic Standards and Admission will be kept by the assistant dean of the college

Implementation:

Should a member of CASA 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. If the change is approved, the registrar will process the grade adjustment, update the student's transcript, and inform the student.

Disruptive Classroom Behavior Policy

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

What is Disruptive Behavior?

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

Faculty Rights and Responsibilities

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

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

Documentation of Incidents and Outcomes

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

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

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

1. Provide the student with notice that (a) request for removal has been submitted to chair and associate dean and (b) student may not return to the classes in question until issue is resolved.
2. Include a written report of disruptive behavior and contact information for Judicial Review Committee.
3. Call a meeting of the JRC to hear the case.
4. Inform the student of JRC process and her right to appear and appeal removal.
5. Make all reasonable efforts to provide access to course materials, content and instruction while the case is being reviewed and heard by the JRC.

In response to this formal notification, the student may meet with the associate dean within five (5) working days from the date of the written notice to discuss options, and submit a written appeal to the JRC.

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

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

The decision of the Judicial Review Board is final.

In response to the JRC decision, the associate dean will notify the Student of his/her decision via e-mail and U.S. mail (within 5 working days). If the decision is to withdraw the student, the associate dean will also:

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

(Adopted by the faculty May 6, 2011)

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 associate dean 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 coordinator of internships 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 coordinator of internships a range of credit hours. After recommendation by the department, the coordinator of internships 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 coordinator of internships.
 - 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
 - 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. Students attempting 4 hours of credit should spend 8-10 hours per week (a minimum of 130 hours during the semester) at the intern site. For students attempting less than 4 hours of credit, the requirement of hours per week at the intern site would be reduced on a pro-rated basis.

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.

Adopted by the faculty on May 6, 1983.

Revised August 1986, August 1991, August 2003. August 2014

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.

Internships are graded on an A-F grading scale. No more than 10 semester hours of internship credit may be applied toward the 128 hours of credit 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 (370 or 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, August 2012, August 2014.

Guidelines on Course Enrollment Caps

Agnes Scott College encourages and expects students to pursue a broad range of intellectual interests and to take courses in a variety of disciplines. Departments are expected to offer a curriculum that challenges and enriches students that is consistent with a highly-selective liberal arts college. Department chairs, the VPAA, and the Registrar work together to ensure that departments offer courses that are consistent with those objectives and that support student retention and timely graduation. Each spring, department chairs are expected to submit a schedule of proposed courses, meeting times, and enrollment caps for the next year to the VPAA and the Registrar in a timely manner as requested by those offices.

Course enrollment caps should be set in a consistent manner based on pedagogical, staffing, or technical considerations (limited space or equipment). Classes will be capped at 30 except for smaller caps for the following types of courses: performance or studio art classes; courses that include a lab component or have limited space or equipment; writing-intensive or foreign language courses. Department chairs may request exceptions from the VPAA when submitting course schedules. Such requests should be accompanied by a rationale that considers pedagogical, staffing or technical considerations and should indicate how the cap supports student retention and timely graduation.

The VPAA may request changes to the schedule of proposed courses, meeting times, and enrollment caps.

Minimum course sizes are governed by the policy on the cancellation of courses.

Adopted by the faculty, February 10, 2010

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 website. 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

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

1. There is an unexpected change in faculty personnel which would necessitate 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 complies with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) effective 2009, with final regulations approved in 2011.

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

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

The Office of Academic Advising and Accessible Education directs each student registered with the office to schedule a meeting with 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 granting the student's accommodations. Both parties are encouraged to continue meeting throughout the semester and to report problems or concerns related to accommodations to the Office of Academic Advising and Accessible Education.

The Office of Academic Advising and Accessible Education is available to assist faculty in administering disability accommodations. The office can help facilitate meetings, identify note takers, reserve classrooms for exams and provide consultation about "reasonable accommodations." According to the USDA Reasonable Accommodations Procedures, reasonable accommodations are "a change in the

(academic program) or the application process that would enable a qualified individual with a disability to enjoy equal (academic) opportunities. There are three general categories of reasonable accommodations:

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

The student must specify for which courses 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 coordinator of accessible education, 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.

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:

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
Georgia Gwinnett College
Georgia Institute of Technology
Spelman College
Georgia State University
Interdenominational Theological Center
University of Georgia
University of West Georgia
Kennesaw State University

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 1998, July 1998, July 2000, July 2006

Study Abroad

Study abroad at Agnes Scott College can be divided into three broad categories: independent study abroad, and our two types of faculty-led programs - Global Awareness and Journeys.

Faculty-Led Programs

Faculty-led programs are broken down into two main categories: Global Awareness and Journeys. Under the Global Awareness banner there are a few programs that differ slightly from the Global Awareness curriculum, including ASC in Spain and ASC in Germany. In all of these programs, there is a semester-long, on-campus course followed by the international experience. Students must apply for and be accepted into all Global Awareness programs. There is award money available for students applying to those programs. .

Journeys

Global Journeys, or Journeys, is a foundational component of the Summit First Year curriculum. As with all faculty-led programs at Agnes Scott, students are enrolled in a semester-long course, GBL102: Journeys, which includes a week-long travel component during Spring Break. Journeys continues the conversations started in GBL101: Gateways with a focus on global structures, systems and patterns. These foci are supported by the common content shared across all Journeys sections, including shared readings and assignments. In addition to the common content, each section also has its disciplinary theme defined by the faculty leader and travel destination. Students will be able to identify, describe, and evaluate critical assumptions that shape the discourse around global issues. The total cost of Journeys is paid for by the College

Global Awareness

Through the Global Awareness program, students develop a better understanding of their cultural values as well as an appreciation for the physical and cultural diversity of the world. Global Awareness programs focus on a theme within a specific country and have one or more prerequisite or co-requisite courses. The GA 203 on-campus course grows out of one or more existing courses in the curriculum, such as Literary Ireland. The semester-long, on-campus Global Awareness courses are followed by a two- to three-week study seminar in country. The international component may include research, journal writing, creative projects, group sessions, and stays with local families when possible. Upon return to campus, students reflect on the international experience, complete research projects and often share the experience with the campus and local community.

Independent Study Abroad

Students have the opportunity to participate individually in a wide variety of education abroad programs and exchanges, and can apply for a variety of awards to do so. These independent study abroad programs may be for a semester, year, or summer. Students may be enrolled at host institutions, where they may take courses with host nationals or other international students. Depending on their linguistic ability, the courses may be taught in English or the language of the host country. With some study abroad program providers, students take classes at a center designed for participants of that program. Students also participate in international service learning programs, international internships, and hybrid programs that include elements of any of the above.

Study abroad courses extend our curriculum by providing courses not offered on campus. Students participating in independent study abroad programs must submit their intent to study abroad in early spring (January - March) for the upcoming summer, fall, and spring terms. This process requires that the student seek approval from the appropriate department chairs for each course to be taken during the study abroad program. Credits for study abroad are treated as ASC resident credit and may count toward the major, minor, specialization, or general electives. Department chairs determine the appropriateness of the foreign course content for ASC academic credit, as well as the course content level, while the Dean of Academic Advising determines the *number* of ASC credits the foreign course is worth. **Please see “ASC Department Chairs - Guide for Study Abroad Course Approvals” for further instruction.**

International Students

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

Immigration

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

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

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

Academic Advising / Academic Difficulties and Withdrawals

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

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

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

Off-Campus Internships and Employment

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

Revised August 19, 2016 (CGL)

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.
3. Approved requests will be forwarded to the accounting office where faculty members may obtain their reimbursements.

Agnes Scott College Department/Program Review Guidelines ³

Introduction

Academic Department/Program Reviews engage faculty, staff, and students in analyzing and reflecting on the educational effectiveness of academic programs. They assist departments and programs in clarifying their missions and goals and evaluating their effectiveness. Such reviews help determine strengths, weaknesses, and needs, as well as the challenges likely to be confronted in the near future.

Assessment at Agnes Scott College is guided by the following principles: ⁴

1. Assessment is goal oriented. Assessment activities should be based on each department/program's mission, goals, and student learning outcomes. Goal-oriented assessment is most effective in improving the department/program under study.
2. Assessment addresses the complex nature of learning. Good assessment takes into account the different backgrounds and learning styles of the student population, and the multitude of learning opportunities both inside and outside the classroom, and examines student values and attitudes together with knowledge and skills.
3. Assessment is part of campus culture. The results of assessment are shared not only among faculty, but also administrators, student affairs personnel, and students when appropriate. In addition, results are regularly reviewed and referenced not only in curricular planning, but also in financial deliberations, space considerations, strategic planning, grant proposals designed to enhance programs, and with our accrediting agency, the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC).

Assessment at Agnes Scott College is Integral to Department/Program Reviews & Action Plans

The annual Assessment Reports and Plans currently submitted by each academic department and program derive from and embody the principles outlined above; they are also linked to and support the Department/Program Review process. This process begins with a Department /Program Self-Study and resulting Action Plan, completed every seven years, which are then used as the basis for completing annual Assessment Reports and Plans, which in turn are used as a basis for the next Department/Program Review. In this way the annual Assessment Reports and Plans are closely linked to the Academic Program Reviews.

Purpose of Program Reviews

The purpose of the Department/Program Review process is:

³ Portions of this policy have been adapted from the Occidental College *Assessment Packet* (2010). Our thanks to Brian Harlan, Senior Director of Institutional Research, Assessment & Planning at Occidental College, for his permission to draw from the excellent work of the Occidental Institutional Research & Assessment Group.

⁴ Adapted from: American Association for Higher Education, *9 Principles of Good Practice for Assessing Student Learning*, 1996 < http://assessment.uconn.edu/docs/resources/AAHE_Principles_of_Good_Practice.pdf>.

- to assure that department/program assessment plans and reports are part of a strategic planning process that includes student learning outcomes but also encompasses department/program missions, resource needs, and action plans;
- to provide evidence of the quality of our academic programs—to current and prospective students, to the higher education community, to our accrediting agency.

Program Review Cycle

Although all departments and programs are at different places in their assessment and review efforts and will start at different places in the cycle, the cycle itself will be the same for all:

1) Establishing the Building Blocks

All departments and programs should have a concrete mission statement, goals, and student learning outcomes for the major(s) and minor(s). These elements are of course interconnected, and should also relate to the college's Liberal Education Goals and General Education Outcomes. If they have not already done so, departments and programs should begin working on a curriculum map, which is the bridge that connects the mission, goals, and learning outcomes to specific courses and syllabi.

2) Annual Assessment Reports and Plans

Until the next round of reviews produce an Action Plan, the yearly assessment reports and plans should be guided by the building blocks outlined above. Once the Action Plan is established this document will guide future assessment reports and plans.

3) Review Year: Self Study

During the department or program's Review Year, they will not turn in an assessment plan or report but will instead start a Self-Study, emerging from the building blocks outlined above. The Self-Study is a candid assessment of the department or program's current state. This will be based in part on the past years' assessment plans and reports and will address the curriculum, student learning, and program resources.

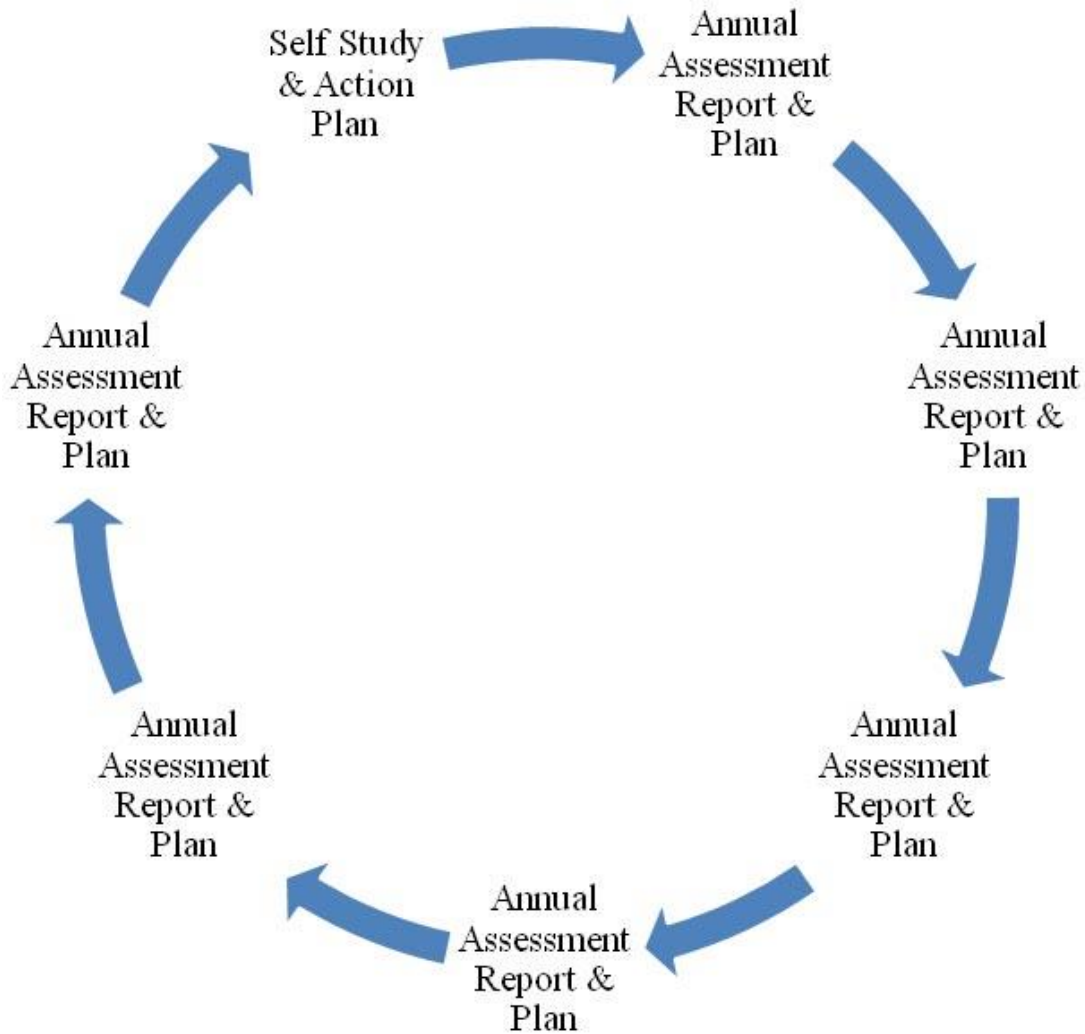
4) Review Year: Optional External Review

After the department or program has completed its Self-Study, an external review can be requested by the department/program chair or the dean.

5) Review Year: Action Plan

After the completion of the Self-Study (and, if requested, the external review) the department or program will create an Action Plan for the next six years of the cycle. This plan will consist of a general schedule of what the department or program will work on in the upcoming years, the tools and methods for their assessment, a breakdown of responsibilities, and a plan for how yearly results will be analyzed, used to inform future decisions, and shared with the community.

Assessment & Department/Program Review – Seven-Year Cycle



Years 1-6 Implement Action Plan by assessing outcomes according to schedule included in the Action Plan. Revise plan and strategy as needed based on each year’s data and findings. The current format of reports and plans will be used, and the Academic Assessment Committee will continue to use the assessment rubric developed over the past few years to evaluate and provide suggestions for improvement (see Appendix A).

Year 7 Create a Self-Study based on data from previous six years of annual reports. After reviewing the study with the Dean and Associate Dean, a new Action Plan will be created for use during the next seven-year cycle.

Relation to the College’s Guiding Principles

Academic Department/Program Reviews also provide an opportunity for the College’s departments and programs to assess their alignment with the Agnes Scott College mission: educating women to think

deeply, live honorably and engage the intellectual and social challenges of their times. Three specific commitments follow from this mission:

- 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.

This mission informs the college's Liberal Education Goals and General Education Outcomes.

Liberal Education Goals

In 2003 the college established nine Liberal Education Goals for its students, which encompass curricular and co-curricular experiences. These goals, published in the Faculty Handbook, state: "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.

The general education curriculum and student learning outcomes focus on the curricular dimension of these goals, comprising courses that ensure the student's exposure to a breadth of knowledge that complements the depth of knowledge she pursues in her major field of study. This curriculum consists of specific, distributional, and social and cultural analysis standards. The specific standards aim to help students succeed in their studies and become life-long learners, improve their critical thinking and communication skills, acquire proficiency in a foreign language, and appreciate the importance of physical activity for a flourishing life. The distributional standards introduce students to varied ways of thinking and problem solving from multiple disciplinary perspectives. The social and cultural analysis standard ensures that all students include in their academic program a course that reflects the college's appreciation of diverse cultures and commitment to justice. In selecting from a variety of courses that satisfy the distributional and social and cultural analysis standards, students take an active role in the educational process and are encouraged to think critically about their educational choices and who they will become.

General Education Outcomes

In keeping with the liberal education goals of the college, the General Education program is designed to help students:

- Think critically
- Communicate effectively through writing and speaking
- Apply systematic inquiry to learning and problem solving within multiple disciplines
- Practice or interpret creative expression
- Develop quantitative literacy
- Critically examine the relationship between dominant and marginalized cultures, subcultures and groups in the United States and abroad.
- Experience the beneficial effects of physical activity

Program Review Process

Academic Department/Program Review is to be understood as a recurring process and not an intermittent event. Each academic department/program should have an approved Assessment Plan in place prior to entering into the review process. Programs are scheduled for formal review on a seven-year cycle, with the annual Department/Program Assessment Reports serving as small-scale reviews during the interim years. In this way the Department/Program Assessment Plan, annual Department/Program Assessment Reports, and Academic Department/Program Reviews are closely linked.

The Academic Department/Program Review process includes three primary elements:

- 1) Self-Study: a thorough assessment of the department/program's current state (outlined below) based on the previous Action Plan, previous Annual Plans and Reports, and institutional and program data. It begins with a summary of the department/program's mission, learning goals and outcomes. (See Self-Study Guide below)
- 2) Summary of Findings: a critical analysis written by the Associate Dean of the College, supplemented by an external review (if requested), based on an analysis of the department/program directors Self Study, and consultation with faculty, students, and the Academic Assessment Committee.
- 3) Action Plan: a plan/timetable written by the chair/director in consultation with members of the department/program that outlines key issues to be addressed during the interim years of the program

review cycle and a timeline for implementing changes, and. This document is submitted to the Associate Dean and VPAA and Dean of the College. The department/program faculty then meet with the Associate Dean and VPAA and Dean of the College to discuss and if needed revise the Action Plan. After any needed revisions are submitted, the VPAA and Dean of the College writes a memo confirming the elements of the plan and concluding the Program Review cycle. The department faculty then meet with the Assessment Coordinator to implement the plan.

Potential outcomes of the Program Review process include:

- Enhanced “culture of assessment” on campus
- Enhanced student learning, scholarship, and creative expression
- Increased student satisfaction with the overall program
- Development of innovative pedagogical approaches and techniques
- Improvement of program curriculum
- Increased efficiency in the use of resources, and the identification of needed resources
- Enhanced departmental and inter-departmental communications
- Infusion of new ideas from internal and external colleagues
- Review and possible revision of program mission, learning goals, and outcomes

Self-Study Guide

The Self Study is expected to be a candid assessment of the program’s current state. The primary audiences are program members, the Academic Assessment Committee, and Associate Dean/ VPAA and Dean of the College. The Self Study can be organized and formatted at the discretion of the department chair or program director; however, the following criteria should be included in order to ensure that the study is systematic and thorough. Responses to the criteria should be limited to 15 pages, with supporting documentation included as appendices.

I. Program Overview

Provide a brief description of the department or program, including its mission, goals, and student learning outcomes. Then summarize significant historical and/or recent developments; indicate the size and scope of the department or program; provide numbers of majors and minors over the past ten years (this data is available from Institutional Research); and summarize student characteristics (enrollment counts, number of current majors/minors, ethnicity, grade-point averages, etc.).

II. Goal Achievement

Provide evidence for the achievement of program goals. Consider including: demonstration of the achievement of student learning outcomes, alignment of learning outcomes and course content, student understanding of the program’s mission and perception of whether goals are achieved, alignment and support of the institution’s mission, etc. If findings show that goals are not being met, discuss preliminary recommendations for the most critical areas to address.

III. Curriculum Relevance

Provide an assessment of the current curriculum, including currency of the curriculum and course content and its relationship to peer programs at other institutions.⁵ How frequently does the program offer courses in the catalogue? Special topics courses? Is there a rationale for rotation of courses and for special topics? Do special topics and upper division courses form a coherent major or do they simply

⁵ The following are recommended peer institutions from the Southeast for use in benchmarking: Centre College; Randolph College; Rhodes College; Sewanee; The University of the South; Sweet Briar College.

reflect the specialized interests of the faculty? Do they do both? Does the major make the best use of its course offerings? Specific attention might also be paid to how any senior project or comprehensive requirement helps students to integrate information, concepts, and skills in order to demonstrate the depth and breadth of their knowledge of the field.

IV. Student Experience

Provide evidence for how the program is meeting student needs. Consider including: case studies of student success and persistence in the major, impact of the program (based on student placement in graduate programs, employment in professional positions, post-test outcome results such as LSAT, MCAT and GRE scores), internal and external honors received by students, participation in community-based learning, participation in co-curricular activities, etc. Assessment of the student experience might also include student satisfaction with access to faculty, mentoring and advisement services, as well as course content, assignments, teaching methods and effectiveness, etc. This data can come from internal surveys as well as NSSE, HERI and HEDS surveys (data available from the Office of Institutional Research).

V. Program Resources

Provide an assessment of current resources with respect to the achievement of the program's stated goals. Consider including: library holdings and information resources, physical facilities, support staff, network infrastructure, hardware and software, media equipment, supply budgets, office space, etc. Project future needs for the program over the next 5-7 years considering possible changes within the field, changes within the student population, potential recruiting issues, impact of technology, etc.

Roles and Responsibilities in Department/Program Review

Academic Department/Program Review is the responsibility of all faculty and staff associated with an academic department/program. In addition, student involvement in the review process should be encouraged as much as possible through surveys, focus groups, demonstrations of student achievement, or other means. The process also requires significant cross-departmental collaboration and communication. The following work together in the review of each program: current Department Chair or Program Director; Department/Program Faculty and Staff; the Associate Dean of the College; VPAA and Dean of the College; the Assessment Coordinator; the Director of Institutional Research; the Registrar.

Department Chair/Program Director

The department chair/program director is responsible for managing the process, communicating and coordinating with all those involved, authoring the Self Study together with program personnel, meeting with external consultants, and implementing changes based on review findings as appropriate. The chair/program director initiates this process by creating a *Data Portfolio* with the help of the Assessment Coordinator, Registrar, and Director of Institutional Research.

The standard *Data Portfolio* for each program will include the following:

Faculty Information	<ol style="list-style-type: none"> 1. Full-time faculty in the program disaggregated by rank, race/ethnicity, and gender (Chair provides) 2. Total faculty in the program, including adjuncts, disaggregated by rank, race/ethnicity, and gender (Chair provides) 3. Updated Faculty C.V.'s (Dept. faculty provide)
Degrees Awarded	<ol style="list-style-type: none"> 1. Degrees awarded disaggregated by race/ethnicity (last five years; Dir. of I.R. provides) 2. Comparison of degrees awarded in program as percent of total degrees awarded (last five years; on I.R. Intranet page)

III. ACADEMIC REGULATIONS AND POLICIES

Accessibility of Faculty	Number of advisees for each regular faculty member (last two years; Dept. faculty can provide using AscAgnes)
Average Class Size	Average class size by 100, 200, 300, and 400 level courses (last two years; Assessment Coordinator will provide)

Department/Program Faculty and Staff

Department/Program faculty and staff are responsible for engaging in the process, contributing thoughtful input and writing to the Self Study, and implementing changes based on review findings as appropriate.

Associate Dean of the College

The Associate Dean of the College is responsible for overall management of the reviews. The Associate Dean develops the official review schedule for all programs, and meets with Department Chairs/Program Directors (and the Assessment Coordinator) to clarify expectations. The Associate Dean, along with the VPAA and Dean of the College, also reviews all documents and reports and assists in the development of the Action Plan.

VPAA and Dean of the College

The VPAA and Dean of the College reviews all documents and reports, meets with external consultants (if requested) and program personnel, incorporates findings into budget planning, and writes the final Action Plan.

Assessment Coordinator, the Director of Institutional Research and the Registrar

The Assessment Coordinator, the Director of Institutional Research and the Registrar will act as resources as needed for academic assessments and evaluation, and by developing surveys directed to current majors, alums, employers, etc. Please note that if assessment services are intended to be included in the Self Study, programs should request the assistance before, or at the beginning, of the semester in which the study is due. Potential assessment services include:

Assessment Plans	Assistance in developing or revision of a program's current mission, goals, learning outcomes, curriculum alignment, and the implementation of assessment methods.
Learning Outcomes Assessment	Assistance in developing outcomes-based rubrics, portfolios, assignments, tests, etc., and in tabulating and analyzing results.
Qualitative Research	Assistance in developing instruments and procedures for the collection of qualitative data from surveys, interviews, focus groups, etc., and in tabulating and analyzing results.
Syllabi Analysis	Assistance in compiling and analyzing syllabi to ensure course alignment with the program's stated goals and learning outcomes.
Assessment Analysis & Reporting	Assistance in summarizing findings for final reports, and in compiling data from multiple reports to summarize overall or longitudinal findings

External Consultants

If requested by a department, program, or the dean, the external consultants are responsible for reviewing all program documents, meeting with faculty, students, staff in the department, and the Associate Dean and VPAA and Dean of the College on site, and providing a written Summary of Findings to the

Associate Dean/ VPAA and Dean of the College and the department within a week of their visit. Consultants will be provided with the following information:

- Self Study
- Program Assessment Plan
- Data Portfolio
- Guide for Program Review
- Agnes Scott College Catalog & Department/Program web page addresses
- Current curriculum-vitae and resumes for all department members

The Summary of Findings report format can be designed to best fit the needs of the external consultants and the members of the program under review. Findings should be based on evidence, however, collected in response to the primary focal points of the Self Study: goal achievement, curriculum relevance, student experience, and program resources.

Implementation of the Action Plan

Once a department/program has its mission, goals, and objectives in place it can start developing a seven-year Action Plan and implementing it. That Action Plan becomes the roadmap for the yearly assessment plans and reports. Implementation of the Department/Program Action Plan is the responsibility of all faculty and staff associated with the program, with the current director or department chair or program director managing its development. Consultation can take place among the faculty body as appropriate, and programs can seek assistance from the Institutional Research & Assessment staff in developing missions, goals, outcomes, tables, graphs, etc., and in the evaluation of assessment results. The implementation process will differ from program to program, yet each of the following components should be addressed:

- **Timeline/Schedule:** A general outline of what goals and outcomes will be assessed at what points in the next cycle. The schedule should include plans for the full seven-year period before the next Program Review. Because departments/programs will be expected to use data and findings from one year to inform the specific assessment goals of the next year, this outline should be more malleable in the later years and able to take findings and changes into account. Any deviations from this schedule should be noted in the yearly report.
- **Tools/Methods:** A description of how the assessment will actually take place. Will include details about the outcomes to be assessed, types of tools to be used for each outcome (rubrics, pre/post tests, surveys, course evaluations, and other direct and indirect means of assessment), and specifics about how the assessments will be conducted.
- **Responsibilities:** A breakdown of who in the department/program will do what. Since all members of a department/program are expected to participate in the cycle (with the chair/program director organizing everything), a clear delineation of responsibilities is needed. These responsibilities will become part of a faculty member's college service record and count towards their promotion, tenure, or post-tenure reviews.
- **Review:** A description of how the results will be analyzed, used by the department/program to inform future decisions, and disseminated to the larger division and college community. This is one of the most important aspects of the assessment and program review cycle, since without it the department/program cannot move forward and progress.

Action Plan Template & Sample

Action	Specifics	Resources Needed	Assessment	Timetable
Revise curriculum based on college strategic plan, retiring or recently hired faculty, findings from current program review.	<ul style="list-style-type: none"> Institute curricular changes, send proposals to Curriculum Committee, make catalog changes 	administrative time/ assistance	revising the department curriculum map, focus groups with students/majors, quantitative analysis of class patterns	2016-17
	<ul style="list-style-type: none"> Stay engaged with committees working on academic strategic plan and revision of general education requirements 			2016-17
	<ul style="list-style-type: none"> Meet as a department to discuss data, make decisions, and implement program by stages 			2016-17
Improve technology: hardware, software, faculty development, etc.	<ul style="list-style-type: none"> Provide department members with up to date hardware and software. Learn and share pedagogies that make technology relevant to teaching courses (CTL events, conferences, etc.) 	wish list submitted to DOC	Determine if we are successful in establishing a tradition of cross registration in upper level physics & astronomy courses	Urgent need; asap
	<ul style="list-style-type: none"> Schedule and present workshop at Center for Teaching and Learning 			2016-17
Assess student learning objectives and outcomes in department/program courses for Gen Ed and the major(s)	<ul style="list-style-type: none"> Work with Assessment Coordinator to review syllabi, analyze embedded assessment, learning objectives 	administrative time/ assistance	To be determined by goals and SLOs	2016-17
	<ul style="list-style-type: none"> Establish schedule/timeline for assessing specific courses, learning outcomes 			2012-16
	<ul style="list-style-type: none"> Use yearly assessment reports/plans to sequence and report on progress 			2012-16
Improve mentoring for graduate and professional school, careers	<ul style="list-style-type: none"> Work with Coordinator of Internships to identify/develop internship opportunities 	administrative time/ assistance. Partner with other departments to offer internship courses as justified by enrollment; work with web content manager in DOC	working with current students & recent grads: documenting their professional goals, developing tools to help them, assessing their success.	2016-17
	<ul style="list-style-type: none"> Explore options for offering for-credit internships 			2012-16
	<ul style="list-style-type: none"> Highlight for-credit internship opportunities in presentation of curriculum and on website; increase alumnae spotlights that highlight specific discipline-related careers 			2012-16

Appendices

Appendix A: Assessment Building Blocks

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

I. Mission

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

II. Learning Goals and Outcomes

Provide 3-5 primary goals, and as many supporting [learning outcomes](#) ⁶ as needed under each goal. Goals should reflect the general knowledge, skills, and attitudes that students will develop during, and possess after, the time they are taking the program's courses. Outcomes should clearly state what students will do or produce to demonstrate their learning within a specific time frame, such as a semester, an academic year, or by the time they complete the program. ⁷ Keep in mind that both the achievement of goals and the demonstration of outcomes can occur either inside or outside the classroom.

Learning outcomes typically use the following formula:

<i>Students will . . .</i> +	Action +	Resulting evidence
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⁶ Adapted from Office of Institutional Assessment, Center for Teaching and Learning, Texas A & M University.

⁷ Departments and Programs are encouraged to articulate specific outcomes to be achieved upon completion of the major or minor, using concrete, active verbs. For example, a Religious Studies department could state that by graduation their majors are expected to:

- Acquire an understanding of the subject matter of, and methods used in the systematic study of religion;
- Acquire an understanding of the various methodological approaches to religion used by anthropology, sociology and philosophy;
- Achieve an introductory understanding of the nature and diversity of world religions;
- Attain knowledge beyond the introductory level of the diversity of religious beliefs and practices throughout the world;
- Develop an understanding beyond the introductory level of a concentrated area of religious studies;
- Display an advanced competence (at the undergraduate level) to deal with the various concepts and materials central to the academic study of religion;
- Demonstrate the ability to conduct and present research in written form, and orally defend positions taken in written work.

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

Resulting Evidence can refer either to products that demonstrate achievement (papers, test scores, presentations, performances, portfolios, works of art, musical compositions, lab results, etc.), or to knowledge and skills that support these efforts (writing effective arguments, collecting and analyzing data, reading a foreign language, etc.).

For clarity, goals and outcomes should be presented accordingly:

Goal 1:

- Outcome 1.1
- Outcome 1.2
- Etc.

Goal 2:

- Outcome 2.1
- Outcome 2.2
- Etc.

III. Curriculum Map

The Curriculum Map is a matrix that represents how courses are aligned with goals and learning outcomes. It is understood that student achievement of goals and outcomes is essentially fluid, and not limited to specific courses or specific moments within the curriculum. When goals and outcomes are implemented systematically, however, they can be mapped according to the courses in which they are most explicitly emphasized. The simplest way to represent this complex relationship is to create a table showing which courses highlight which outcomes ([see this example from Goucher College](#)). The variables within the table will show the extent to which the outcome is expected to be achieved. Each department/program can design a table that they determine most useful for this purpose. In the example table below, gradations of the same shade have been used to designate 3 levels of achievement: introductory, developing, and mastery. The example table shows that outcomes 1.1, 2.1 and 3.1 are introduced in ASC 101 (an imaginary course, like those that follow). More outcomes are introduced in ASC 105, and outcomes 1.1 and 3.1 are further developed. The same outcomes continue to be developed in ASC 210, along with 1.3, and new outcomes are introduced as well. In ASC 340 outcome 3.1 continues to be developed, while mastery is now expected in outcomes 1.1 and 1.3.

EXAMPLE: Curriculum Map stating course-goal/outcome alignment

I = Introductory D = Developing M = Mastery

Courses	G/o 1.1	G/o 1.2	G/o 1.3	G/o 2.1	G/o 2.2	G/o 3.1	G/o 3.2
ASC 101	I			I		I	
ASC 105	D	I	I	I		D	I
ASC 210	D	I	D		I	M	I
ASC 340	M		M			M	

While a curriculum map is not a required part of Department/Program reporting and planning documents, it is an extremely helpful tool, and the Academic Assessment Committee encourages all departments and programs to use one. The Assessment Coordinator and the Associate Dean of the College can provide assistance and support as departments and programs develop curriculum maps.

Appendix B: Annual Reports and Plans

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

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

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

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

Appendix C: Academic Assessment Committee Assessment Rubric

Agnes Scott College
New Draft Rubric for Reviewing Assessment Plans & Reports

Department/Unit: _____ Year: _____
(list of college/division goals will go here...)

	Needs Work	Meets Expectations	Exceeds Expectations
Goals and outcomes are tied to college/division goals and objectives	Goals and outcomes do not support overall college and division goals.	Goals and outcomes support college and division goals, but indirectly.	Goals and outcomes directly support college and division goals.
Outcome statements are meaningful, manageable, and measureable	Measurable verbs are missing and/or do not explicitly state knowledge, skills, behavior or attitudes. Unclear what will be achieved or accomplished. Outcomes not germane to overall department goals.	Outcome can be measured, but link to intended knowledge, skill, behavior or attitude/what will be accomplished is questionable or unclear. Outcome is too big/small or only supports department goals tangentially.	Outcome can be measured with existing evidence of knowledge, skill, behavior or attitude. What will be accomplished is clear and directly supports bigger department goals.
Means of assessment	Tools are not appropriate for gathering data or non-existent.	Tools are sufficient and appropriate for gathering data.	Tools for assessment are sophisticated, varied, and targeted.
Intended outcomes/criteria for success	Benchmarks are non-existent or inappropriate.	Benchmarks are appropriate but vague or non-specific.	Benchmarks are detailed and reachable.
Summary of data/evidence collected	Assessment evidence does not support the chosen outcome.	Assessment evidence supports learning outcome, but is not sufficient in quality or quantity.	Assessment evidence supports outcome, and is sufficient in quality and quantity.
Analysis of assessment data	Insufficient evidence of analysis.	Analysis conducted but primarily descriptive, few conclusions.	In-depth analysis conducted and conclusions drawn and reported.
Plan for next steps forward	No plan for how evidence will be used.	Vague ideas for how evidence will be used.	Detailed plan for how evidence will be used.

Comments:

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.

The plan is provided through Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF). Full-time or half-time employees who complete at least 1,000 continuous work hours each year are required to participate in the Agnes Scott College 403(b) Defined Contribution Retirement Plan. Eligible employees are required, as a condition of employment, to contribute 3.5 percent of their salary. The college matches this contribution with at least 1:1 percent and the match may be amended from year to year, as determined by the college administration. For plan year 2016 (January 1, 2016 through December 31, 2016) the college match for the employee's 3.5 percent contribution is 1.25 percent. For plan year 2016 (January 1, 2016 through December 31, 2016) eligible employees may contribute an additional 1.5 percent of their salary and the college will match the 1.5 percent contribution with 1.25 matching funds.

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. Revised August 2016

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 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.

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

FACULTY AND STAFF

Agnes Scott College understands the importance of family issues to today's work force. The College also recognizes that more faculty and staff members than ever before face conflicting demands of family obligations and work. Because faculty and staff members may find it necessary to take leave from their jobs for a temporary period to address certain family responsibilities or their own health conditions and to comply with the FAMILY AND MEDICAL LEAVE ACT OF 1993* (FMLA), the College has developed this Family and Medical Leave Policy. The leave may be paid, unpaid or a combination of paid and unpaid leave depending on the circumstances of the leave and as specified in this policy.

***IMPORTANT NOTE** -The Family and Medical Leave Act is a law passed in 1993 to allow eligible employees up to 12 work-weeks of job-protected leave per 12-month period. It does not guarantee compensation for the leave, only that the employee's job will be protected within the parameters of the law and the policy. For questions concerning your particular situation, please see the Office of 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.

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 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 service

member. This provision became effective immediately upon enactment. This military caregiver leave is available during “a single 12-month period” during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

July 2008

Parental Leave for Faculty

Agnes Scott College believes that parents who want to be able to care for newborn or newly adopted/placed children should be able to do so in accordance with the Family and Medical Leave Act. The following guidelines apply to paid parental leave.

Eligibility:

All faculty who have completed 12 months of service and have worked at least one semester or 1250 hours in the 12-month period preceding the leave.

In accordance with the Family and Medical Leave Act of 1993 (FMLA), the college provides eligible faculty with up to 12 weeks of family and medical leave during any 12-month period. FMLA leave may be paid, unpaid, or a combination of paid and unpaid, depending on the circumstances and as specified in the policy. FMLA leave runs concurrently with other college-sponsored leave plans. (A copy of the FMLA policy is included in the faculty handbooks and on the ASC Intranet).

Faculty Paid Parental Leave:

The college will grant paid parental leave to faculty members for birth, adoption or foster care placement of a child for up to 15 weeks, depending on the timing of the event with respect to the college academic calendar. Written notification must be given to the Vice President for Academic Affairs/Dean of the college six months in advance or as soon as practical.

Faculty spouses who are both employed by the College and who request paid parental leave for birth, adoption or foster care of a child will be granted only ONE paid parental leave, which may not be shared between them, of up to 15 weeks, due to the nature of the academic schedule and calendar.

Paid parental leave for faculty will run concurrent with FMLA.

Status & Benefits during Leave:

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will continue on the same basis as if the faculty/staff member were on active service, i.e., contribute the same share of the medical premium.

Notification to the College:

Faculty members desiring to apply for FMLA leave under this policy must submit written application to the Vice President for Academic Affairs/Dean of the College at least six months in advance of the anticipated leave or as soon as practical. All FMLA leave requests are subject to the prior approval of the respective officer of the College and will be based on the needs of the College.

Application and Approval:

Application forms are available in the Office of 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 staff member requesting a leave and a copy is placed on file in the Offices of Human Resources and Payroll.

Approved by Officers, February 2013

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 VPAA. 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.

Faculty Professional Development

Faculty professional development at Agnes Scott encourages growth toward excellence in teaching, scholarship, and service for individuals and for the academic program as a whole. The administration and the Committee on Professional Development (PDC) 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 PDC welcomes faculty members to propose other possibilities for their individual professional development.

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

Sabbaticals. In addition to Internal Grant Awards, 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 vice president for academic affairs and the president of the college after review by the Committee on Professional Development (PDC). (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, February 1)

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

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

Faculty Travel Grants

POLICIES AND PROCEDURES

Faculty travel grants apply to expenses incurred by attendance at professional meetings, conferences, symposia, and workshops, and other activities that support professional development. They are awarded throughout the academic year and during the summer, or until all budgeted funds for this category of faculty professional development are fully expended. Faculty travel grants are administered by the vice president for academic affairs and dean of the college in accordance with guidelines established with the advice of the Committee on Professional Development. Applications should be submitted to the senior budget manager in the office of the vice president for academic affairs and dean of the college well in advance of the meeting. Application forms are available on the website of the Office of Faculty Services, <http://www.agnesscott.edu/facultyservices/forms-for-faculty.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

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

II. Procedures

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

After the form is approved by the vice president for academic affairs and dean of the college, a confirmation email will be sent to faculty member including the maximum amount that can be spent. If, for some reason, the travel is not approved, an email stating the reason for none approval will be sent to the faculty member.

A Payment Request Form, available on the Faculty Services website forms page <http://www.agnesscott.edu/facultyservices/forms-for-faculty.html>, should be filed as soon as possible after the meeting. Original receipts for all expenses must be taped to a sheet of paper and attached to the form, including prepaid airline tickets. The director of accounts for academic affairs will forward the approved form to the accounting office and a check will be issued directly to the faculty member. A fiscal year-end deadline for faculty travel reimbursements will be set annually by the director of accounts via email.

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

Approved by the Committee on Professional Development April, 1987, for implementation July 1, 1987. Amended November 1989. Revised July 1991, August 1992, July 1995, July 1996, October 2000, August 2002, September 2013.

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

Outside Funding Opportunities

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

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

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

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

The time required to prepare a grant proposal, have the proposal reviewed and secure all necessary approvals can be several weeks, and more complex federal proposals may take much longer. It is

mandatory that an adequate amount of time be planned for when projects are first proposed. In addition, a courtesy copy of requests for outside funding which do not require institutional approval should be given to the Office of Sponsored Programs.

(Revised July 2011, revised September 2013.)

General College Services

Business Services

1. Payroll procedures. Faculty who are employed for the full academic year are paid one-twelfth of the annual salary on the last working day of July and on the last working day of the following eleven months through and including June. Direct deposit is available and strongly encouraged.
2. Savings. Faculty members may, by payroll deduction, establish an automatic savings deposit and other types of deposits with Georgia United Credit Union.
3. Bank ATM. A SunTrust Bank ATM machine is located on the first floor of the Alston Campus Center, near the Fireplace Lounge. For non-SunTrust customers, there is a \$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

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.

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 \$3.00.

To receive the meal, present your current valid College ID. ID cards are issued in IT to each Agnes Scott College employee. Current valid IDs have the current academic year sticker, distributed at the beginning of each academic year; the employee's picture; a bar code for use in McCain Library, and a bar code for use in Food Services.

Payment Options

Daily Payment Option—You must present your current Agnes Scott College ID, daily, at Evans Dining Hall or Mollie's Grille to receive the reduced meal charge of \$3.00. If you do not present your validated ID with bar code you will be charged the regular price: \$6.50 for breakfast, \$8.50 for lunch or \$9.00 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.

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

Information Technology

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. All College funded technology hardware or software purchases

must be coordinated through the Office of Information Technology to ensure items purchased 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. ITS (5487) has been established for all trouble calls dealing with computer systems.

With the assistance of the faculty Academic Support Committee, 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 <http://www.agnesscott.edu/academics/technologyservices/technologydiscounts.aspx>

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 members for use on campus and access is provided to a networked 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 around campus may be found on the ETS website here: <https://www.agnesscott.edu/its/educational-technology/classroom-technology.html> listed alphabetically by building.

August 1988.

Revised August 1992, July 1993, July 1994, July 1995, July 1996, July 1997, July 2000, July 2001, August 2004, August 2005, August 2009, August 2016.

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: <https://www.agnesscott.edu/its/educational-technology/index.html>

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 Moodle, 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.

Classroom Support

See our website (<https://www.agnesscott.edu/its/educational-technology/classroom-technology.html>) to view "smart" classrooms on campus. (Classrooms are scheduled through the registrar's office). For training or technical support in the classroom, contact Media Services, extension 5468.

*** 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, July 2009, August 2016.

McCain Library

Please also bookmark the online LibGuide for Faculty: <http://libguides.agnesscott.edu/faculty> .

McCain Library wishes to provide students and faculty with the best resources: 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, critically 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 during your courses (15 minutes of us visiting your class before a research paper assignment; 50 minutes of your class working in McCain 211 with a librarian; or short integrated steps in an assignment over the whole semester).

A brief overview of McCain Library operations follows. For further details, please explore the library's website: <https://www.agnesscott.edu/library>. Any general questions or comments may be directed to Elizabeth Bagley, Director of Library Services, x 5277. Contact information for all our staff is online.

ASK A LIBRARIAN

All four ASC librarians provide reference service and at least one librarian is on call nearly all 104 hours the library is open each week during the academic year. 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." Faculty are encouraged to seek out our services, particularly for selecting appropriate electronic resources to include in Moodle, 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 to meet over coffee.

For sound advice on identifying the top tools and materials for research or course assignments there are several ways to reach us:

- 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 404-471-6096
- via email to library@agnesscott.edu
- for short questions, through the Chat widget on library web pages

The User Education Librarian is also available for one-on-one faculty training, to help you strengthen search skills and to make efficient use of tools to manage the information you gather.

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 course reserves 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) may also check out media equipment at the main Circulation Desk, including flip video cameras, digital still cameras, tripods, audio recorders, video projectors, flash drives, etc. Loan periods vary for these items. Consult circulation desk staff if you need an extended loan (for example, during a research trip).

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-the-campus-network 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, Chicago, MLA, etc.). The tutorial and Quick Start Guide are easy to use on the vendor's website. A link to *RefWorks* is available on the library's website.

COLLECTION DEVELOPMENT

The McCain Library collection includes (as of June 30, 2012) more than 238,000 print volumes and 54,126 electronic books; 26,921 media materials (DVDs, CDs, videotapes, etc.); and 182 print periodical subscriptions (after the last serials review), as well as 2,724 electronic periodical subscriptions. Access to 40,072 e-journals is provided through licensing agreements. These journals are accessible via the Find It @ ASC tool embedded in library research databases and also available at the top of the library's home

page. A tutorial on using Find It to match citations to desired full-text journal articles is available as a LibGuide here: <http://libguides.agnesscott.edu/findit>. Of course, when online or in-library full-text is not available, interlibrary loan is an option (covered below).

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 404-471-6141. Additionally, the SOPHIA online library catalog has a Suggest a Purchase link (lower right), so that if you do not find the desired book or DVD in our collections, it is simple to request that our library acquisitions unit buy it.

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, 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 request within the SOPHIA library catalog
- by completing yellow printed 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 journal or database subscription additions.

Library funds are not used for the purchase of textbooks or materials to be kept within a department for classroom teaching. The library accepts requests for the purchase of DVD materials to circulate from McCain Library’s collections, while Media Services/ETS (x5468) handles media rental requests.

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 course](#)” area within Moodle 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; DVDs rented from Netflix or other vendors, and interlibrary loaned items may not be placed on reserve. Give us some lead time and ask that McCain Library purchase such items for the collections. Photocopied articles to be placed on reserve must meet copyright guidelines. Further information is available from Erica Bodnar, Access Services Librarian, or Sheri Clowers, Daytime 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 may be booked in advance. For more details call Circulation at 404-471-6094.

ELECTRONIC RESERVES IN MOODLE

McCain Library encourages you to add a link in Moodle to the relevant LibGuide(s) for your classes. The library has created 106 so far, all keyword searchable. You're bound to find something to help your students (Biology, Film Studies, History, Primary Sources....) if it's 3:00 a.m. and they need research pointers.

If you wish to link from your secure course area in Moodle to full-text journal articles within the databases that McCain Library provides, it is a best practice to provide only the citation and a stable URL/persistent link. A stable URL/persistent link usually has **sophia.agnesscott.edu** somewhere in the URL. If you don't see this in the address bar, look for an option to display a stable URL/persistent link. Here is an example of a citation and persistent link to an article in an EBSCOhost database:

“The Undergraduate Origins of PhD Economists.” Siegfried, John J. et.al. *The Journal of Economic Education*. Fall 2007, vol. 38, issue 4, p461-482. Persistent link:
<http://0-search.ebscohost.com.sophia.agnesscott.edu/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 after login on Moodle, Library 101). 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 further disseminated.

As a rule of thumb it is wise to limit journal article usage to one article from an issue of a periodical, or up to 10-20% of the bound volume (usually spans 1-2 years). If you prefer to upload a PDF of a library-provided journal article, please set an end date for its availability within Moodle (such as the end of the current semester) to help the college avoid any potential copyright issues with publishers.

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 physical and ebook 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. Tagged to Decatur's zip code, this will search Atlanta libraries nearby.

The Journal/Article Locator (FindIt@ASC) is a handy tool that identifies periodicals ASC owns in any format, as well as linking to available online text within the 337+ databases to which McCain Library provides licensed access. Note that some articles may be available in multiple databases via the FindIt tool. Look closely at date coverage within search results; some publishers embargo the most recent 6-12 months.

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, called LibGuides, available 24/7 without a password.

Agnes Scott participates in GALILEO (Georgia Library Learning Online), the statewide virtual library project offering more than 330 databases. The library also subscribes independently to e-resources,

including *Credo* (e-reference books), *JSTOR*, *Project MUSE*, and discipline-specific databases such as *ARTstor* and *ATLA Religion*. Our collection also includes many digital books (see **eBooks at EBSCOhost** on the database list). Please consult a librarian if you have questions about the array of relevant resources.

Off-campus/laptop access note:

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 Moodle in the Library 101 course (after login) and on the ASC Intranet. It may be obtained in person at library service desks, by phoning x 6094, or via chat on the library's website.

Resources licensed institutionally by McCain Library prompt users for full name and Agnes Scott ID number if accessed outside the campus network (e.g., Suzy Scott, 0797102).

HOLDINGS

McCain Library provides access to (as of 7/1/2012):

- 236,819 print volumes and 57,171 e-books
- 46 ASC-licensed research databases + 291 e-resources licensed via GALILEO
- 41,122 periodicals
- 26,755 audiovisual units
- 1,108 ASC independent study titles
- Digitized yearbooks, college histories and other archival materials [online](#)

HOURS DURING FALL AND SPRING SEMESTERS

Monday - Thursday

8:00 am - 2:00 am*

Friday

8:00 am - 6:00 pm

Saturday

9:00 am - 6:00 pm

Sunday

1:00 pm - 2:00 am*

*Research guidance until 9:00 pm; circulation and reserves service until 10:30 pm. The building is open for study from 10:30 pm until 2:00 am with a building monitor on duty. After closing and during breaks, students have 24/7 access to the Writing & Speaking Center areas on McCain's ground floor with their ASC ID cards (scan an ID card at the east (Alston) side door).

Library 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 under "Services." For books, a one to three week turnaround time is typical, although rush requests can be expedited. Journal articles generally arrive sooner and electronically. Note: items requested through interlibrary loan cannot be placed on reserve for courses; this violates copyright laws. Instead, please contact Resa Harney about ordering such items for the library's permanent holdings.

Complete bibliographic information is helpful for ILLs, but the requester need not identify holding library locations. 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 library absorbs the costs of ILLs, so we ask that you prioritize your requests, honor due dates and not abuse borrowing agreements that we hold with other libraries. Because it is an expense and a privilege for us to borrow on your behalf from our partner lending libraries, please do not request the same title more than twice in one academic year. If that situation arises, please contact us about buying a copy.

INTERLIBRARY USE PRIVILEGES (ILU)

Agnes Scott College faculty (staff and students) in good standing may request borrowing privileges at the nineteen other 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 three weekday mornings (Monday, Wednesday and Friday during fall and spring semesters, Mondays and Wednesdays in the summer).

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 for some it is 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 (a librarian can come to your classroom)
- individual consultations with students or faculty (set up a one-on-one appointment)
- suggested resource lists, print or electronic, customized for each course or an assignment

To explore training options, contact Casey Long at x6343. Particularly during fall semester, please allow at least one or two week's advance notice for class scheduling and preparation of a tailored subject 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, under a tab on the [Faculty LibGuide](#).

STUDY SPACES AND THE FLOOR PLAN <http://library.agnesscott.edu/about/stacks.htm>

Our historic library reopened in 2001 after a substantial renovation and expansion of the 1936 structure. We invite you to enjoy its varied and contemplative spaces for group collaboration, individual research, and relaxation. Please set your cell phone to silent or vibrate before entering McCain, and take calls out on the 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 (senior students may contact the main Circulation Desk to reserve one) and restrooms. Book [stacks](#) are arranged by the Library of Congress classification system.

- First Floor (entered from the Woodruff Quad):

Two service desks make this floor a busy location, 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, DVDs, newspapers, Browsing and New Books locations. Bound copies of yearbooks and students' independent studies also are shelved here.

- Second Floor

This floor contains the college archives, the Noble Heritage Center and library instruction room (McCain 211), which provides 12 additional computers at times of high demand. The Robert Frost exhibit and portrait are also on Floor 2.

- 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, July 2009, June 2010, July 2012.

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, 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 department of public safety and its publication on parking rules and regulations.

June 1992. Revised July 1993, August 2003.

V. COLLEGE POLICIES

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."

Please refer to <http://www.agnesscott.edu/academics/technologyservices/acceptableusepolicy.aspx> for individual Acceptable Use Policy statements and specific examples of activities that constitute unauthorized use of Agnes Scott electronic resources. The examples of unauthorized use of Agnes Scott electronic resources are not meant to be exhaustive. Questions regarding this Policy or the application of this Policy to a specific situation should be referred to the Vice President for Information Technology. Whenever you are in doubt regarding an issue of questionable use, it is in your best interest to resolve the issue before pursuing any questionable use of electronic resources.

Reporting and Response to Violations

Members of the Agnes Scott community who believe they have witnessed or been a victim of a violation of Agnes Scott College's Policy on Acceptable Use of Electronic Resources should notify or file a complaint with the appropriate College office as follows: students should report suspected violations to the Dean of Students; faculty members should report suspected violations to the VPAA; and staff members should report suspected violations to their direct or indirect supervisor.

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

Related Policies and Guidelines

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

- Sexual Harassment and Policy Process (Student Handbook, Staff Handbook, Faculty Handbook)
- The Honor Code & The Honor Court (Student Handbook)
- Disciplinary Procedures for Students (Student Handbook)
- The Judicial Review Committee and Processes (Student Handbook, Academic Catalog)
- Policy on Conduct and Performance (Staff Handbook, Faculty Handbook)
- Discipline and Discharge (Staff Handbook)
- Dismissal of Teaching Faculty Policies and Procedures (Faculty Handbook)
- Statement of Academic Rights and Responsibilities (Faculty Handbook)
- Statement on Academic Freedom and Responsibility (Faculty Handbook, Student Handbook)
- 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: Associate Vice President for Technology Ext. 6483

Honor Code and Honor Court: Dean of Students Ext. 6391

Dispute Resolution Procedure: (Faculty & Staff) Director of HR Ext. 6435

Harassment: (Faculty & Staff) Director of HR Ext. 6435

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: VPAA Ext. 6361

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

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

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

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

Revised, August 2012.

Alcohol and Drug Policy

Statement of Purpose

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

Health Risks

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

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

Definitions Relating to Alcohol and Other Drug Violations

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

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

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

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

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

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

Student Conduct

Agnes Scott College student conduct regulations prohibit the unlawful possession, use, or distribution of alcohol and other drugs by students and student organizations. The regulations also prohibit other alcohol-related misconduct. All students under the age of 21 are prohibited from possession and consumption of alcohol. All students are prohibited from the use and possession of illegal drugs. In addition, student organizations sponsoring events where alcohol is present are subject to the requirements and guidelines of the College's Social Events policy and registration form. Sanctions for violations of these student conduct regulations may include alcohol and/or other drug education, mandated evaluation and treatment, community service, suspension, and/or expulsion. Student organizations which knowingly permit illegal

drug activity will be excluded from campus for a minimum of one year, and leases or agreements for use of College property will automatically terminate pursuant to Agnes Scott Alcohol and Drug Policy and Georgia law.

Student Penalties for Violation of the Alcohol Policy

Please view the student handbook click here:

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

Employee Conduct

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

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

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

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

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

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

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

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

Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the director of human resources without fear of reprisal. Any employee who serves or provides alcoholic beverages in his or her official capacity is subject to the Office of Special Events Alcohol Use Guidelines, http://intranet/Advancement/communications/Special_Events/Calendar/calendar_download/admin-external%20alcohol%20use%20request.doc, which include prohibiting the furnishing of alcohol to persons under age. These guidelines should be reviewed by all employees hosting and/or working at any event where alcohol will be served.

Criminal Sanctions

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

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

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

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

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

Education and Counseling

In order to promote an environment free of substance abuse, the college supports an active program of community awareness and education. This program extends to the misuse or abuse of controlled substances including prescription drugs, alcohol and other harmful substances. The college also offers assistance with confidential counseling. Students, faculty and staff are encouraged to refer individuals who appear to be troubled by drug or alcohol use to one of these resources. For students, such counseling is available through Counseling and Psychological Services (ext. 6346). Students who are concerned about their own or others' use of such substances may seek advice and counsel from appropriate college

resources without fear of breach of normal rules of confidentiality or fear of punishment. The Employee Assistance Program (EAP) offers confidential counseling for employees confronting substance abuse. Employees or supervisors can contact the EAP at 800-828-6025. The Office of Human Resources (ext. 6029) may be contacted for information on the EAP program.

Student Health 404-471-6346

Counseling and Psychological Services (CAPS) 404-471-6346

Public Safety 404-471-6355

Faculty and staff may obtain a list of available alcohol and other drug counseling services and treatment centers from the Human Resources.

EAP 800-828-6025 or www.wellnessworklife.com

Educational Resources <http://nida.nih.gov/> (National Institute of Health: contains descriptions and health risks of both illegal drugs and prescription drugs)

Cocaine Anonymous: www.ca.org

Drug Help: www.drug-help.org (Phoenix House)

Marijuana Anonymous: www.marijuana-anonymous.org

Narcotics Anonymous: www.na.org

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

Smart Recovery: www.smartrecovery.org (self management and recovery training)

In addition, there are many off-campus resources available to students and faculty/staff including Al-Anon/Alateen and Alcoholics Anonymous.

Responsibilities

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

Biennial Review

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

Approved by College Officers, January 2013

Background Check Policy

I. Purpose

Agnes Scott College strives to provide the safest possible environment for students, visitors, faculty, and staff. It is essential that the college's academic mission is supported by highly qualified employees who will foster a safe and secure environment on campus.

The purpose of this policy is to describe the terms and conditions under which background checks of applicants for employment with Agnes Scott College are conducted.

II. Type of Background Checks Conducted

A. Standard Pre-Employment Screening

1. Employment Application/Interview

All candidates selected for campus interviews shall complete an employment application that requires an applicant to disclose truthful information about certain criminal convictions and to certify the accuracy of information provided on the application. Falsification of information on an employment application or in the hiring process will normally result in denial or forfeiture of college employment.

The college will inquire during the application process about certain criminal convictions, but not arrests. Hiring supervisors should review the conviction statements on the employment application and may inquire about any reported convictions during the interview; however, candidates may not be asked to reveal information about any convictions that have been expunged or sealed by a court. Any information about reported convictions, as well as any information about falsification of information, should be communicated to the Office of Human Resources for further investigation and appropriate action, in consultation with legal counsel. Convictions disclosed on the application or during the employment process do not automatically disqualify an applicant but will be considered in the selection decision if they are determined to be related to the job.

2. Reference check

The hiring manager or the Office of Human Resources or a designee shall check references and verify the employment history and past performance of a finalist before a final offer of employment is extended.

3. Background check

All applicants are subject to the following pre-employment background checks: County criminal search (all counties within seven (7) years), Nationwide Criminal Database and Sex Offender Search, Residency History and Social Security alert. These searches are conducted by an outside credit reporting agency in accordance with the Fair Credit Reporting Act.

B. Position-Specific Criminal and Credit Background Checks

The following classes of applicants are subject to additional pre-employment Background checks.

Faculty (full-time and part-time) -Standard package along with Nationwide Federal Criminal Search, education (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained).

Department directors and above -Standard package along with Nationwide Federal Criminal Search (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained).

Athletic coaches (including part-time assistant coaches who travel with a team)-Standard package along with Nationwide Federal Criminal Search, an education check (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained) and a driver record check. Volunteer coaches will be subject to the same background check process as regular coaches.

Employees who reside in or have access to student residential housing -Standard package along with an education check (verification of highest degree earned, by submitting to the college an official transcript from the institution from which the degree was obtained) and a fingerprint criminal background check. Spouses or domestic partners of employees who reside in residence halls will be subject to criminal background checks conducted by Agnes Scott Office of Public Safety, rather than an outside consumer credit agency. These checks may include a fingerprint check and on-line criminal and sexual offender searches.

Employees who have access to sensitive financial or technical information (including accounting office staff, payroll and human resources staff, administrative computing staff) - Standard package along with Nationwide Federal Criminal Search, credit history and education (verification of highest degree earned).

Union and security employees who have access to residence halls-Standard package along with Nationwide Federal Criminal Search. In addition, employees whose job descriptions require them to have a valid driver's license will also be subject to a driver record check.

Employees that require state licensure to perform their job duties (including health center personnel, legal counsel)-Professional license check

Employees whose job descriptions require a valid driver's license (including admissions counselors/representatives)-Driver record check.

C. Additional Background Checks

The college reserves the right to conduct investigations when an employee is charged with or convicted of any crime that reflects on his/her suitability for continued employment, during the course of an administrative investigation, or when the employee is transferred or hired into a new position that requires a criminal background check. The college also reserves the right to require background checks of additional categories of applicants, at its discretion. The college will generally not conduct background checks on student employees unless that individual's primary purpose at Agnes Scott is to work as a regular employee.

III. Procedure

All offers of employment will be contingent on satisfactory results of the background search. The college will ensure that all background checks are conducted in compliance with applicable federal and state statutes, including the Fair Credit Reporting Act.

A. Information Collection

A signed authorization from the finalist and an Application for Employment is required before criminal record information or background information may be requested from the outside credit reporting agency.

B. Results of Background Checks

1. Results of background checks are sent directly to the Office of Human Resources.
2. Information showing a criminal conviction does not automatically exclude an applicant or employee from working at the college. Criminal conduct will disqualify an applicant when job related and consistent with business necessity.
3. If the background check is favorable, human resources will notify the hiring supervisor that the candidate is approved to begin employment.
4. If the background check is unfavorable, human resources will review the information in consultation with legal counsel. Other individuals that may be consulted, at the discretion of human resources, include the hiring supervisor, the appropriate vice president, the Office of the Vice President for Academic Affairs (for faculty hires), the Office of Public Safety and the Office of the President. A decision to hire an applicant with a job-related conviction requires the approval of the appropriate Vice President or President. In the event of an unfavorable background check, the potential employee will be notified of the unfavorable result and given an opportunity to explain.
5. When a background check reveals that an applicant has a criminal conviction, the following procedure will be followed. First, notice of the information will be provided to the applicant by the Office of Human Resources. Second, the applicant will be given an opportunity to provide a written response and explanation. Third, the Office of Human Resources will consider the applicant's response and, as appropriate, discuss it with the Office of Public Safety and/or persons in what would be the applicant's supervisory chain of command. Fourth, the Office of Human Resources will document how information regarding a criminal conviction impacted the hiring decision.
6. If the unfavorable information is included in the report provided by the credit reporting agency, human resources must send the applicant a Pre-Adverse action letter. If the decision is made not to hire the applicant because of information included in a report, a Final Adverse Action letter shall be sent to the applicant informing the applicant of his/her rights under the Fair Credit Reporting Act. If unfavorable information is uncovered about the spouses or domestic partners of employees subject to background checks under this policy, the results of such search will be provided to the applicant and the spouse/partner, as long as the applicant has given written permission to do so.
7. In making the determination of job-relatedness, the Office of Human Resources will consider (a) the nature and job duties of the position sought; (b) how recently the unfavorable incident occurred; (c) the nature and gravity of the criminal conduct involved; (d) the frequency of the conduct or the number of offenses; (e) the age of the individual at the time of the incident; (f) the accuracy of information provided on the application and during the interview process; (g) evidence of rehabilitation; and (h) the safety and security of the campus, college assets and the members of the campus community. These factors will also

be considered when determining whether a spouse/partner will be permitted to reside in a student residential housing.

IV. Duty to Report Convictions

Every employee must inform his/her supervisor within five business days if he/she is convicted of a crime (not including minor traffic infractions). Reporting of convictions is applicable to all employees, whether or not their positions are subject to an original background check. The college may conduct a background check of an existing employee who reports a conviction pursuant to the procedures above.

V. Confidentiality

Only the Office of Human Resources may initiate a background check and receive results. Results of all background checks will be kept confidential and will not be disclosed to any person except to the extent necessary to administer and enforce this policy, or as required by law or appropriate legal process. Criminal background investigation records will be destroyed in accordance with the GCIC secure record destruction guidelines. Violation of the confidentiality requirement is grounds for discipline, up to and including termination of employment.

Break Time for Nursing Mothers

In compliance with the Fair Labor Standards Act and to ease the transition of mothers returning to work following the birth of a child, ASC will provide break time for nursing mothers to express breast milk during the workday. The employee will be allowed a reasonable break time whenever she has the need to express milk throughout the day.

The college will provide a private, functional place (other than a restroom) for nursing employees to express breast milk. Eligible employees may contact the Office of Human Resources for a key to this space.

Non-exempt employees will not be paid during breaks to express milk since they are completely relieved from duty during breaks. Employees may use normal break and lunch periods to accommodate their nursing needs. However, if the breaks needed to express milk exceed standard daily break time, then the employee must use personal time (either in the form of an unpaid break or by using accrued sick, vacation or personal time).

All employees who have nursing needs are encouraged to speak with their supervisors about such needs.

Any questions or concerns about this policy may be directed to the Office of Human Resources.

Campus Environmental Statement

Agnes Scott College acknowledges that in addition to being a community of students, staff, and faculty, we are also part of an ecological community. We recognize that the numerous activities of our institution have both immediate and long-term impacts on our environment. We accept the responsibility to be aware of our environmental impacts and consider them in addition to other perspectives in the decision-making processes of our institution. We affirm that Agnes Scott College is an institution dedicated to environmental education, responsible resource use, and sustainable practices that will promote environmental stewardship by individuals and our community.

Approved by the faculty, May 3, 2002.

Campus Violence Prevention Policy

Introduction

In recent years, the subject of violence on college and university campuses and in the workplace has received increasing attention as violent events have been widely reported in the news media. This policy is intended to guide members of the Agnes Scott College community both in preventing acts of violence and in responding to them when they occur on or in relation to the college campus.

Policy

Agnes Scott College is committed to providing a learning and working environment that is safe for all members of the college community. The college expects all members of the campus community to treat one another with courtesy and respect. The college will not tolerate violent acts on its campuses or at off-campus locations administered by the college. This policy extends not only to actual violent conduct but also to verbal and written threats and intimidation, whether by students, faculty, staff, or visitors to the college.

Firearms, ammunition, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of ASC unless authorized for law enforcement personnel.

The college urges individuals who have experienced or witnessed incidents of violence to report them to the Department of Public Safety immediately by dialing 6400. If the threat is not immediate, an alternative method of reporting for students is to report concerns about violence to the Office of the Dean of Students, faculty to the Office of the Dean of the College, and staff to the Office of Human Resources. When reporting a threat of violence, employees should be as specific and detailed as possible.

The college prohibits retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence.

Enforcement

Information regarding incidents of violent conduct and threats of violence will be promptly investigated, and, if warranted, disciplinary action will be taken in accordance with applicable procedures. Agnes Scott College Department of Public Safety or local law enforcement will be notified of criminal conduct. In addition, the college may refer individuals accused of violations of this policy for an assessment of the likelihood that they will carry out violent acts. If the continued presence of an individual on campus threatens or disrupts the conduct of college business, the individual may be suspended from participation in college programs or activities pending the outcome of the assessment.

When advised of circumstances warranting intervention, the college will render assistance through the Agnes Scott College Department of Public Safety or local or federal law enforcement agencies as appropriate. Individual members of the college community who receive threats of bodily harm or who are the targets of harassing or stalking behaviors are urged to contact public safety and to avail themselves of the services offered by the student personal counseling office or through the Employee Assistance Program.

Every effort will be made to respect the privacy of all individuals involved in the matter. However, the necessity to investigate the matter and to cooperate with law enforcement authorities may require the disclosure of otherwise confidential information.

Individuals accused of engaging in incidents of campus violence may seek legal counsel at their own expense. Individuals and their attorneys are reminded that attorneys do not participate in any internal college hearing. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment or expulsion, through the appropriate campus organization. This does not exclude the possibility of arrest and prosecution, as appropriate, within the legal system.

Campus vendors and contractors are reminded that their employees who conduct business on college premises must conform their conduct to the requirements of this policy. The college reserves the right to remove from campus vendor or contractor employees who engage in acts prohibited by this policy.

Policy No. 586 Issued 3/1/2012

Computer Replacement Policy

This policy provides guidelines regarding the purchase, replacement, reallocation, and disposal of campus office or mobile computer systems. This policy applies to all fixed or mobile computer systems purchased with college or grant funds.

Standardization

IT currently supports specific makes and models of computers. These systems are chosen to allow diversity in brands and operating systems, yet provide enough similarities that adequate support can be maintained. Standardization reduces cost significantly through bulk purchasing discounts and vendor agreements.

General policy

- Full-time employees, faculty and staff, are assigned one computer system under the Computer Replacement Policy.
- Classroom computers are replaced at the same time faculty systems are replaced to maintain consistency.
- Computer Lab computers are replaced as soon after the warranty expires as possible.
- Exceptions allowing a faculty or staff member to have multiple computers that are covered under the Computer Replacement Policy, will be rare, made on a case-by-case basis and justified by completing the *Computer Exception Request Form* **regardless of the funding source**.
 - o For a faculty member to use “start-up” funds or a department to use a portion of their budget or any other funding source to purchase additional computers, the *Computer Exception Request Form* must be completed, permission from the Vice President for Academic Affairs must be obtained and the approved form must be delivered to Information Technology. Approved purchases will be supported and maintained by the college for the term of the warranty.
 - o Computing equipment purchased through “start-up” funds, departmental budgets or any non-recurring funds fall under the following guidelines.
 - They are not eligible for replacement as part of the central college renewal and replacement cycle, unless the faculty member has funds for this purpose.
 - The purchase of the equipment must follow the procedures established by the Office of Sponsored Programs, meet the College standards and be purchased through ITS.

- A minimum 3-year warranty must be purchased on all computer equipment
- The equipment will be inventoried as part of the college equipment database and must run the inventory management software client to ensure that when it is used on campus it is reporting to the inventory database.
- To be allowed on the campus network, all systems must allow operating systems updates and have an approved anti-virus solution that is set to update automatically.
- The faculty member or Department is responsible for the replacement of this computer.
- The faculty member may continue to use this system after the warranty expires as long as operating system updates are processed and the approved anti-virus solution updates automatically, and with the understanding that any maintenance of the computer is the responsibility of the faculty member or department as described under the section below on “repairs and maintenance”
- Virtual desktop or windows desktop systems will be provided for part-time employees.
- The college computer replacement life cycle is 4 years
 - o It is the college’s goal to replace faculty, classroom, computer labs and key support staff assigned computer systems.
 - o While out of warranty computers can be cost-prohibitive to maintain and can pose a threat to the stability of the campus network infrastructure, Information Technology reserves the right to redistribute out of warranty assigned computers for lab and part-time faculty use if needed.
- Faculty or staff will be allowed to purchase the out of warranty computer system they are using based on the following formula: $(\text{cost of computer} - \text{warranty cost} - \text{MS Office cost}) / (\text{age of computer} + 1)$.
 - o Purchased desktops cannot be used on campus.
 - o Purchased laptops can be used as a “mobile” device on campus but must meet the IT campus security policy requirements.
 - o Purchased systems are “as is” with no warranty.
 - o MS Office will be removed from the system as the license cannot be transferred.
- Computer equipment is the property of Agnes Scott College, not the property of the employee, *regardless of the funding source* used to purchase the equipment.
- Repairs and maintenance
 - o Will be provided by the College on assigned computers purchased through the college Computer Replacement Policy or a purchase approved through the Computer Exception Request form.
 - o All other systems will be supported at \$65/hour
- For environmental sustainability and safety reasons, all old systems must be returned to the IT department for disposal.
- Questions regarding this policy should be directed to the Associate Vice President for Technology.

Laptop Policy

- Laptops will be issued to personnel whose positions require frequent off-campus travel or mobility within the campus. Laptop assignments beyond these two reasons will be decided on a case-by-case basis involving the immediate supervisor, division Vice President and Associate Vice President for Technology.

- Only full-time members of the college community are eligible for consideration for laptops.
- Any employee issued a laptop, must sign the *Laptop Assignment/Use Agreement*.

Laptop Security

- College laptops are covered under the college's insurance policy while *on campus*. It is the responsibility of users to ensure that their personal insurance provides replacement coverage for laptops taken off campus.
- Laptops present an increased level of risk to both the user and to the institution. In requesting and accepting a laptop from the College, users are acknowledging their acceptance of this risk and agree to make every attempt to follow the steps outlined below to reduce it.
 - All laptops should be protected with secure passwords.
 - Confidential information stored in files on the laptop should be individually protected with secure passwords that are different from the laptop access passwords. Users who do not follow these guidelines are putting the institution at risk and may also be personally liable for any disclosure of covered information.
- Computers or accessories lost or stolen will be replaced by the department or person assigned the equipment.
- Faculty and staff who are assigned a mobile computing device will be required to sign a *Laptop Assignment Agreement* before taking possession of the equipment.

Out-of-Country Travel with Computing Equipment

Laptop computers, web-enabled cell phones, and other electronics containing encryption hardware or software and/or proprietary software can require an export license to certain destinations. In general, an export license will be required to take any items to or through any U.S. sanctioned country (e.g., Iran, Syria, Cuba, Sudan, and North Korea). Faculty and staff planning out-of-country travel may be required to travel without Agnes Scott College owned equipment or to obtain an export license before traveling.

New employees

- Staff
 - It is the responsibility of the hiring department to ensure new hires filling a vacant position have the appropriate computer equipment for their position.
 - If department leadership determines a new system is needed, the department must provide the funds for the purchase, otherwise the existing equipment in the vacant position will be repurposed.
 - If the hire is for a newly defined position, the department is responsible for covering the cost of the necessary computer equipment.
- Faculty
 - The division of Academic Affairs will provide funds for new faculty hire computers unless designated college funds provided to the IT department are available.
 - The Vice President for Academic Affairs negotiates approved computer resources with new faculty.

Part-time Faculty

- Part-time faculty will not be supplied with an individual computer.
- Shared thin-client systems will be made available for part-time faculty.

Computer Purchases

All computer purchases must have the approval of the Associate Vice President for Technology and purchases must be processed through the IT department *regardless of the funding source*.

- Purchase standards are updated two times per year.
- All equipment is purchased with a 3-year vendor warranty.
- Costs associated with items outside the college standards are the responsibility of the individual, department or division. Examples: Additional RAM, faster CPU, larger hard drive, multiple screens, etc.
- Departments funding an equipment purchase must contact the IT Purchasing Coordinator at x6320.

February 2014

Revisions: May 2016, June 2016

Conflicts of Interest

Situations may arise in which the private financial or business activities of an employee may conflict with the employee's obligations to the College or with the best interests of the College or may raise a reasonable question of concern in this respect. The purpose of these guidelines is to provide general direction so employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Office of 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 of special favors to employees of the College under the circumstances that might reasonably be interpreted as an attempt to influence recipients in the performance of their duties. This does not include the acceptance of items of nominal or minor value that are clearly tokens of respect or friendship and not related to any particular transaction or activity of the College.

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which ASC wishes to operate.

October 2, 1994, August 2005.

Consensual Sexual Relations

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

Process for Investigating Violations of the Consensual Sexual Relations Policy

A. Initiation of a report or complaint

1. **Timeliness:** Reports and complaints of a violation of the consensual relationships policy should be initiated as soon as possible after the violation(s) occurs in order to aid effective investigation. All reports and complaints will be promptly investigated and appropriate action will be taken to remedy the problem as expeditiously as possible. (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 a complaint is made (“respondents”), and of witnesses in a manner consistent with the college’s duty to investigate and take appropriate action.

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 a violation of the consensual relationships policy 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 violation of the consensual relationships policy. Any member of the college community who knows of or receives a complaint of a violation of this policy should report the information or complaint to a college officer (“officer”) or the Director of Human Resources (“director”).

6. **Informational meeting:** Anyone having credible evidence of a violation of the consensual relationships policy 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 regarding consensual sexual relationships. 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 a violation of the consensual relationships policy with the reporter, if the officer or director believes that the situation might be best resolved informally, or that the conduct does not violate the college's policy on consensual relationships, or that the complaint rests on misperceptions or miscommunication, the officer or director may attempt an informal resolution of the report or complaint. This attempt at informal resolution may include further fact-finding, consultation with involved parties or other reasonable means to resolve the situation or remedy the conduct informally. If informal resolution is attempted, however, the identity of the 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(s). Information and accusations contained in reports or gathered in the process of informal investigations shall be kept in a confidential file in the Office of Human Resources. Information about an individual in this file may be accessed for the purpose of investigating future reports of a violation of the consensual relationships policy, but may not be used as a basis for making personnel decisions. Records of informal resolutions shall be kept in a confidential file in the Office of Human Resources and may be used as a basis for future personnel decisions only with the consent of the respondent to the informal resolution.

8. **Written complaint:** At any point during the process of informal resolution any person having knowledge of a violation of the consensual relationships policy 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 a violation of the consensual relationships policy on the basis of substantial credible evidence. Past reports of a violation of the consensual relationships policy alone do not constitute substantial credible evidence; the officer or director 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.

B. Investigation of the written 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 composed of the officer(s) who supervises the person(s) named as in violation of the policy ("respondent"), the Director of Human Resources, the chair of the Faculty Executive Committee, 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 staff respondent, a second staff member to be named by Staff Council). An 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(s) 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 regarding consensual relationships. The director shall also inform the respondent(s) of the identity of the complainant. The director will also furnish, in writing, to both complainant and

respondent(s), 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(s). The complainant and respondent(s) 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.

C. Resolution

1. Finding of fact: Within two months of the filing of the complaint, unless the time period is extended by the consent of the complainant and the respondent(s), 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(s) within one month of the submission of the investigation board's findings and recommendations. A copy will be filed in the appropriate college records (for employees, their personnel 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 Vice President for Academic Affairs and 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).

D. 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 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.

E. 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.

Copyright Policies

Use of Copyrighted Works for Education and Research

I. Introduction

The purpose of copyright, as articulated in the United States Constitution, is to "promote the Progress of Science and useful Arts." As Agnes Scott College (ASC) realizes its mission to educate its students, and to conduct research in the arts and sciences, or engage in the performing and creative arts, we have a responsibility towards the use of copyrighted works.

As creators of copyrighted works, we appreciate the incentive that copyright holds for the dissemination and preservation of our creative efforts in order to advance and expand general knowledge. As users of copyrighted works, we honor both the opportunities for and limitations to using the intellectual property of others. We also act as significant role models for our students for the responsible use of copyrighted work in teaching, learning, research, and scholarship. We are acutely aware of the importance of striking an appropriate balance, as United States law does, between the rights of intellectual property owners to govern the dissemination and use of their works, and our need to use information quickly and efficiently in our teaching, learning, and scholarship.

II. Policy on the Use of Copyrighted Works for Education and Research

Agnes Scott College will take appropriate measures to ensure that its students, faculty, and staff are aware of copyright laws, regulations, and agreements and can act responsibly as they use information that is owned by others in the course of teaching, learning, research, or administration of the College. All members of the Agnes Scott College community are required to comply with copyright laws. **Federal copyright laws** provide valuable protection to the authors of original works, and Agnes Scott College expects all members of the ASC community to respect those rights.

Copyright laws also permit users of copyrighted works to make **fair use** of copyrighted materials under some limited circumstances. Agnes Scott College is committed to full support of the fair use of copyrighted works by the Agnes Scott College community under the provisions of applicable laws. Members of the Agnes Scott College community are expected to have knowledge of, and make reasonable application of, the four factors of **fair use**.

Failure to comply with copyright laws and to act in good faith in the fair use of copyrighted material will result in an Agnes Scott College community member assuming liability for his or her own actions and may result in disciplinary action.

III. Copyright Protections and Fair Use Principles

To help members of the Agnes Scott College community understand and comply with copyright laws, this document summarizes basic principles of copyright law including the application of the fair use balancing test.

Copyright law is inherently complex. A fair use of a copyrighted work depends upon a specific determination based upon the circumstances of the use. New information technologies, e.g., digital information and networked environments, have introduced a wholly new, and in many ways transformed,

working environment for the application of copyright. These principles are intended to provide an initial context for complying with the law.

Principle 1: The copyright holder has important and exclusive rights. Copyright law protects original works such as writings, music, visual arts, and films by giving the copyright holder a set of exclusive rights in that work. These rights include the right to copy, distribute, adapt, perform, display, and create derivative or collected works. In general, any use of copyrighted materials requires **permission**. (How to Obtain Copyright Permission) from, and potentially payment of royalties to, the copyright holder, unless the use falls within an exemption in the law, such as the **fair use** exemption.

Principle 2: Responsible decision making means that Agnes Scott College community members must make demonstrable good faith efforts to understand the fundamentals of copyright law and the reasonable application of **fair use**. When Agnes Scott College community members plan to use a copyrighted work in their teaching or research, they must examine the specifics of their use within the context of the law in order to determine whether they should seek permission for the use or depend instead upon the fair use exemption.

Principle 3: An appropriate exercise of **fair use** depends on a case-by-case application and balancing of four factors as set forth in a statute enacted by Congress. A proper determination of fair use--in daily practice and in the courts--requires applying these four factors to the specific circumstances of the use:

Four Factors Used to Determine "Fair Use"	
Purpose or character of the use	Nature of the copyrighted work being used
Amount and substantiality of the work being used	Effect of the use on the market for or value of the original

These factors must be evaluated to determine whether most of them weigh in favor of or against fair use.

Principle 4: Nonprofit educational purposes are generally favored in the application of the four factors of **fair use**, but an educational use does not by itself make the use a "fair use." One must always consider and weigh all four factors of fair use together. The educational purpose of Agnes Scott College will usually weight the first of the four factors, the purpose or character of the use, in favor of fair use. However, an educational use does not mean that the use is, by that factor alone, a fair use. All four factors must be weighed in making a decision.

Principle 5: Reasonable people--including judges and legislators--can and will differ in their understanding of **fair use**. Copyright law rarely offers a definitive meaning of fair use for any specific application. Thus, the real meaning of fair use depends on a reasoned and responsible application of the four factors. One person's judgment and situation may not match the next, and the differences may be based on variations in facts and circumstances.

Principle 6: By acting responsibly and by making considered and intentional decisions, you can limit your potential liability; **document** your reasoning for a fair use. Because of the flexible and interpretive nature of fair use, Congress provided significant protection for educators. Not only does the fair use exception apply particularly to educational purposes, but additional laws may limit the monetary liability

that educators may potentially face. In any event, however, educators must hold a reasonable and good-faith belief that their activities are fair use in light of the four factors. By **documenting** your application of the four factors of fair use to your specific use, you will be better able to demonstrate your activities were done in good faith.

Principle 7: Guidelines, while sometimes helpful, do not determine the entire breadth and scope of fair use protection. In an attempt to clarify the meaning of fair use for common situations, various private parties have negotiated guidelines, but those externally developed guidelines are sometimes inappropriate for the realistic application of fair use to higher education. Such guidelines may be consulted by courts in making fair use determinations, but the guidelines are not binding either as limiting permissible activity or as providing safe harbors. Fair use must be determined according to the circumstances of each situation.

IV. Practical Assistance: Frequently Asked Questions

Practical assistance to explain concepts in these concepts is available in various ways:

- The **fair use checklist** is a tool for conducting and documenting your fair use analysis
- Common classroom scenarios are outlined **here**.
- Video tutorials are also available **here**.

Determining the Copyright Status of a Work

Q. How do I know if a work is under copyright or in the public domain?

A. First examine the work for a copyright statement. Then consult **Is it Still in Copyright** from Stanford University.

The Four Factors of Fair UseQ. Can you provide more detail about the four factors that determine fair use?

A. Fair use balances the rights of copyright holders with the needs of scholars to promote teaching, research and the free exchange of ideas. Fair use defines particular circumstances in which it is permissible to use copyrighted material, free from permissions and royalties. The four factors considered in weighing fair use are:

1. The purpose and character of the use. Use in nonprofit, educational teaching and research, or for criticism, commentary or news reporting, makes a finding of fair use more likely; commercial use makes a finding of fair use less likely. However, not all educational uses are fair uses.
2. The nature of the copyrighted work. Using works that are factual (e.g., historical data, scientific information, etc.) tends to weigh in favor of a finding of fair use; creative or unpublished works tend to indicate the need for copyright permission.
3. The amount and substantiality of the portion used. Use of small portions of a work usually favors a finding of fair use as long as the portion does not constitute "the heart of the work." The more material used the greater the balance away from fair use.
4. The effect of the use upon the potential market for the work. Use that substitutes for the purchase of a book, reprint, or subscription weighs against a finding of fair use.

Clearly these factors are subject to varying interpretations and applications. For further guidance, see a **Fair Use Analysis Checklist**

Q. Isn't any use in an educational setting considered fair use?

A. Unfortunately not. Purpose and character of the use (i.e., educational) is only one of four factors determining fair use. Educational use does favor fair use but other factors may weigh against fair use (e.g., nature of the work, amount copied, effect on the market).

Uploading Course Materials on Moodle

Q. May I put electronic copies of course readings on my Moodle site without copyright permission?

A. Yes, in accordance with these guidelines:

- Use materials in the public domain freely.
- Use material freely if you own the copyright (e.g., exams, syllabi, notes).
- Use the McCain Library **Journal Locator** to find full text articles to link to from your syllabi. Whenever possible, link to documents available through McCain Library subscriptions rather than downloading them onto your Moodle site. Put the stable or persistent URL link on your Moodle syllabus.
- Keep items used under fair use up for only one semester AND restrict your website to enrolled class members only. Remember: more stringent guidelines may apply to images, graphics, video, sound, etc.

Q. Could you give me examples of fair use of printed materials?

A. Some common scenarios are given **here**.

Q. May I link to other websites from my home page or from Moodle?

A. Generally, this is permitted. Include an acknowledgement to the author or creator.

Q. What about other kinds of materials for classroom use (e.g., video, audio, images)?

A. Consult these examples related to **video recordings** and **multimedia**.

For fair use images, try:

- **Wikimedia Commons**: All images and other media files on this site are freely reusable without permission.
- **Flickr**: Advanced search options allow searches for Creative Commons-licensed images.
- **Compfight**: This Flickr search engine includes a filter to only show Creative Commons-licensed images.
- **Wordle**: Create word clouds easily.

Obtaining Copyright Permission

Q. How do I get copyright permission when needed?

A. See **Section V** below.

Copyrighting Your Own Materials

Q. How do I copyright my own materials?

A. Copyright protection is automatic for materials "fixed in a tangible medium" (i.e., written, recorded, etc.). If you wish to register your copyright, go to the **U.S. Copyright Office website**. This is not required but may help if you wish to file a complaint about copyright violation.

Special Situations

Out of print works

Q. Is it okay to photocopy a book that is out of print?

A. No, many out of print books are still protected by copyright. Check with McCain Library about buying a copy through the out of print/used book market or borrowing a copy through interlibrary loan.

Video, Film and Software

Q. May I show a video labeled "Home Use Only" to my class?

A. Yes, this is considered permissible in face-to-face teaching for instruction (but not entertainment).

Q. May I show a video labeled "Home Use Only" in a campus auditorium?

A. Yes, as long as the performance is not open to the public [or to students not enrolled in the course] and is for instructional purposes.

Q. May I show videos owned by McCain Library for a film series?

A. Only if the library purchased public performance rights for each video/DVD you intend to use.

Q. May I copy a rental video or a preview copy to use later?

A. No.

Performance (music, dance, drama)

Q. Because Agnes Scott College is a non-profit educational institution, aren't performances of music, dance, and drama allowable under fair use?

A. This is a complex area of the law. In general, performances in the classroom are permitted; any kind of public performance requires permission and/or payment of royalties. Consult with the Music or Theatre and Dance departments for more information.

Software

Q. Do fair use provisions also apply to software?

A. No, software is almost always licensed and the license stipulates use. Fair use does not apply.

Q. I often make a back-up copy of software. Is this okay?

A. Generally, yes, as long as you retain the copy as a true back-up and only use it when the original fails.

Q. Is it alright to load single-user license software on several computers?

A. No, you need to buy multiple copies or be licensed for multiple users.

Q. May I borrow software to download on my home/office computer?

A. No, unless the software license specifically permits this.

V. How to Obtain Copyright Permission

Class handouts, photocopies for library reserves, online posting (e.g. Moodle)

Each faculty member is responsible for obtaining or arranging to obtain copyright permissions for classroom handouts, photocopies for library reserve use, or online posting of materials (e.g., on Moodle). Since the process can be slow, especially when dealing directly with a publisher, we recommend that you

submit requests for permissions at least six weeks before the material is needed. If permission is denied, or cannot be obtained in time, alternate material must be found.

For assistance identifying or locating publishers, search [Google](#) or [The Serials Directory](#), [The Copyright Clearance Center](#), or ask for search assistance from the McCain Library [reference desk](#), x6096 or Faculty Services, x6030.

Coursepacks

If you wish to use a course pack, please contact one of the vendors suggested [here](#).

VI. Agnes Scott College Copyright Contacts

For Questions

About:

Contact:

Copyright Law or Fair Use

[Liz Bagley](#), x5277, McCain Library

[Casey Long](#), x6343, McCain Library

Digital Millennium Copyright Act (DMCA)

[Neta Counts](#), x6483, Information Technology Services

Online Teaching

[Casey Long](#), x6343, McCain Library

Course Reserves

[Liz Bagley](#), x5277, McCain Library

Questions about use of other materials:

Images

[Casey Long](#), x6343, McCain Library

Audiovisuals, Multimedia, Software

[Emily Gwynn](#), x6313, Educational Technology Services

VII. Copyright Resources on the Web

[Fair Use Checklist](#) (Columbia University)

[Fair Use Checklist](#) (University System of Georgia)

[The Code of Best Practices for Academic and Research Libraries](#) (ARL)

[Copyright Term and the Public Domain in the United States](#) (Cornell University)

[Limitations on Exclusive Rights: Fair Use](#) (Cornell Law School, Legal Information Institute)

[U.S. Copyright Law: A Guide for Music Educators](#) (National Association for Music Education)

[Copyright Crash Course](#) (University of Texas)

[Copyright & Fair Use: Charts and Tools](#) (Stanford University)

Agnes Scott College, McCain Library is grateful to Smith College Libraries for the framework and some of the language used above. Policy endorsed August 11, 2014 by Information Technology Services and McCain Library.

Digital Millennium Copyright Act Guidelines

The [Digital Millennium Copyright Act \(DMCA\)](#) is legislation enacted by the United States Congress in October 1998 that made major changes to the US Copyright Act. These changes were necessary in part to bring US Copyright law into compliance with the World Intellectual Property Organization (WIPO) Copyright Treaty and the WIPO Performances Phonograms Treaty. The DMCA also strengthened the legal protection of intellectual property rights in the wake of emerging new information communication technologies.

Agnes Scott College complies with the provisions of the Digital Millennium Copyright Act (DMCA). Distribution of copyrighted materials without permission can be a violation of federal law. Music, movies, video, or games that are downloaded via file sharing networks like KaZaA, Gnutella, Napster, Blubster, and eDonkey, are typically distributed without the permission of the copyright owner, and thus these downloads are illegal. The federal government and various organizations are very serious about enforcing the DMCA legislation and provisions. Violations of DMCA provisions can carry stiff fines and potential jail sentences. Agnes Scott College neither condones nor supports in any way the use of copyrighted material in ways in which it was not intended.

What should Agnes Scott faculty do?

Very simply, do not download or distribute copyrighted materials without appropriate permissions. If you wish to download copyrighted material, find out how to acquire it legally and take appropriate steps to ensure your computer is not used for illegal file sharing.

Refer to <http://www.agnesscott.edu/academics/technologyservices/dmca.aspx> for additional copyright resources associated with these guidelines.

Electronic Mail Guidelines

E-mail Accounts

Purpose

To ensure the proper use of Agnes Scott College's e-mail system and make users aware of what the college deems as acceptable and unacceptable use of the campus e-mail system.

The policy and guidelines apply to:

1. All e-mail services provided by Agnes Scott College.
2. All users and holders of college e-mail accounts or systems, regardless of the intended use; and
3. 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.

Policy

All members of the Agnes Scott College community (faculty, staff, students, retired faculty and staff, and alumnae) are provided an e-mail account in order to facilitate the timely exchange of information. Your account is provided as a service to you as a member of the college community.

The college e-mail system is a business communication tool and you are expected to follow college policy and guidelines in using this tool in a responsible, effective, lawful manner.

Administrative offices use email as an official communication tool to students. Messages that fall within this category will have a subject line of Official College Communication.

It is prohibited to:

- Send or forward messages
 - containing defamatory, offensive, harassing or obscene remarks
 - of a political nature (i.e. personal opinion, public debate, and/or campaigning)
 - that solicit support or funding not related to college business
 - that promote continuation of a chain message or pyramid scheme
 - that disrupt or interfere with the college's e-mail system, which includes distribution of chain letters, unapproved mass mailing to external or internal audiences, or any activities that create or spread viruses
 - 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
- Access or attempt to access another user's e-mail account without authorization or in an attempt to falsify e-mail messages
- Use the college e-mail for private business, commercial or political activities, fundraisers or advertising not associated with Agnes Scott College; or unlawful activities that violate any of the college's policies.

Violations will be handled through 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.

Legal

Any written form of communication is governed by laws. Therefore, it is important that users are aware of the legal risks of sending e-mail. You are held liable if you:

- Send or forward e-mail with any defamatory, offensive, harassing or obscene remarks
- Forward confidential information or messages without permission
- Send attachments that contain a virus

If the guidelines and procedures set out in this policy are disregarded, the user will be held solely liable for any legal risk associated with their misuse of the college's e-mail system.

Confidentiality

E-mail is **NOT** confidential. Information of a confidential nature should be handled through one-on-one or written communication with appropriate college personnel. Electronic mail is treated like other college records and is retained in accordance with state and federal laws.

Users may not access, use or disclose personal or confidential information without appropriate authorization, and must take the necessary precautions to protect the confidentiality of personal or confidential information, whether that information is maintained on paper, found in 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, request that the college not treat their address as directory information. Requests should be directed to the office of the registrar.

Privacy

E-mail should not be considered private and there is no guarantee of privacy. While e-mail accounts are password protected, if effective password procedures are not followed by the account holder, unauthorized access may be gained to an account.

- end-user authorization while performing routine support operations or working on user problems
- security or legal authorization while protecting the integrity of the college's computing systems and the rights and property of the college.

Personal Use

Although the college's e-mail system is meant for business use, the college allows for the reasonable, incidental personal use of e-mail under the following guidelines:

- Personal use of e-mail does not interfere with work or obligations to the college.
- The forwarding of chain letters, junk mail, jokes and executables is strictly forbidden.
- May not be used for mass mailings.
- Does not directly or indirectly interfere with the operation of college technology or e-mail services
- Does not violate this policy, or any other applicable policy or law, including but not limited to use for personal gain, conflict of interest, harassment, defamation, copyright infringement or illegal activities.
- All messages distributed via the college's e-mail system, even personal e-mails, are college property, and are subject to access consistent with this and other college policies and applicable laws.
- Use does not carry with it any reasonable expectation of privacy.

Internal E-mail Distribution Lists

The college maintains internal e-mail distribution lists to assist in group communication. Contact the ITS Help Desk if you need assistance in setting up an email distribution list.

The following types of announcements or messages are considered appropriate for internal campus wide distribution lists:

- Network access issues affecting all of campus
- Any safety or emergency-related situation (i.e. campus closings, evacuations, etc.)
- Presidential or Officer-level informational announcements
- Facilities-related services or outages affecting individual buildings or all of campus

All other campus wide announcements should be directed to the Irvine.

September 2006

Revised: November 10, 2014; July 23, 2009; October 2014

Google Calendar

In order to streamline the process of scheduling meetings, all faculty members are asked to make use of the electronic Google Calendar. Keeping course schedules and meetings current on the google calendar allows all faculty and staff to take advantage of the scheduling feature to find open times on individual calendars for setting up appointments or meetings.

Guidelines for 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.

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.

Intellectual Property Policy

Section I: PURPOSE

Agnes Scott College is committed to providing an environment that supports the creation and development of works of authorship and inventions by its faculty, staff and students. Agnes Scott has

developed this Intellectual Property Policy in order to identify and protect the intellectual property rights of the College, its faculty, staff and students in such copyrightable works of authorship and patentable inventions. This Policy specifies when the Creator retains ownership of such works and inventions and instances when the College obtains ownership thereof.

Section II: DEFINITIONS

The following definitions shall apply to the terms used in this Policy.

"College" means Agnes Scott College.

"College Intellectual Property" means Intellectual Property owned by the College pursuant to this Policy as set forth below in Section III.

"College Resources" means College funds from any source; facilities; classrooms; class time; personnel; offices; labs; studios; equipment, whether owned or leased; production facilities; computer hardware, software, support or resources; funding, grants, contracts and awards; or other College-owned resources.

"Copyrightable Works" means original works of authorship fixed in a Tangible Medium of Expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

"Course of Employment" means where a Creator creates or develops Intellectual Property as part of his/her employment obligations or responsibilities or at the specific direction and/or under the control of the College.

"Creator" means any Faculty, Staff, Student, or other person(s) who creates, or substantially assists in the creation of, Intellectual Property subject to this Policy.

"Dispute Panel" means a panel that shall resolve disputes arising under this Policy in accordance with Section VI below. The Dispute Panel, chaired by the VPAA, shall be composed of two members designated by the Creator(s) and two members designated by the VPAA. In the event that the dispute is between two members of the Agnes Scott College community, one panel member will be designated by each disputant and two members will be designated by the VPAA. The Dispute Panel members must be current employees of the College.

"Employee" means any person hired by the College, on either a full- or part-time basis, to perform College duties. Employees include faculty, administrative and professional staff, and students who receive salaries or assistantships, work-study funds, stipends, or hourly wages while performing duties at the specific direction of, or assigned by, the College. "Employee" does not include an unpaid Student providing research assistance to Faculty or engaging in collaborative research or creative endeavors with Faculty.

"Faculty" means any person hired by the College to conduct instructional and/or teaching activities, whether on a full- or part-time basis. Faculty includes persons hired as adjunct or visiting professors and instructors.

"Intellectual Property" means, except to the extent comprising Traditional Works of Scholarship, (i) Copyrightable Works, and (ii) Inventions.

"Inventions" means any new and useful process, product, discovery, software, machine or composition of matter, or improvement thereon, whether patentable or otherwise.

"Policy" means this Intellectual Property Policy.

"Sponsor" means a third-party business or person that finances the creation of Intellectual Property pursuant to a contract or arrangement between the College and that business or person. The federal, state and municipal governments, or any agency of those governments, can be a Sponsor under this Policy.

"Staff" means any person hired by the College, on either a full- or part-time basis, to perform College duties other than teaching. Staff includes administrative and professional staff, and students who receive salaries or assistantships, work-study funds, stipends, or hourly wages while performing duties at the specific direction of, or assigned by, the College.

"Student" means any person taking one or more courses at the College, either full-time or part-time who is not paid by the College to do work.

"Substantial Use" means the significant use of College Resources, whether during or after customary College business hours. The following are examples of Substantial Use, but in no way limit or restrict the meaning: (i) extended use of time and energy by the Creator(s) in the work that results in a reduction in the expected levels of teaching, scholarship, or other activities, so that anticipated performance in these areas is at a level significantly less than normal; (ii) the use of College funds to support the work's creation; (iii) the use of other Employees in the creation of the Intellectual Property; (iv) the use of funding from gifts to the College to support creation of Intellectual Property; (v) the production of Intellectual Property under specific terms of a sponsored research grant or contract; and (vi) the use of specifically designated College funds to support the creation of the Intellectual Property involved. Normal and ordinary use of College provided office space, library resources and computers shall not constitute "Substantial Use."

"Tangible Means of Expression" includes, but is not limited to, books, periodicals, manuscripts, phonographs, films, tapes and other electronic media.

"Traditional Works of Scholarship" means Copyrightable Works or Inventions that are created independently and at the Creator's own initiative for traditional academic purposes, such as the development of courses, the teaching of classes, or scholarly research or creative endeavors considered within academia or the College to be evidence of professional accomplishment or advancement. Traditional Works of Scholarship include, but are not limited to, the following: scholarly books and articles, including books in any tangible form; course materials, including course notes, syllabi, examinations and course assignments; literary works, musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works; photographs, prints, diagrams, models and technical drawings; software; motion pictures and other audiovisual works, including any screenplays, teleplays or other original scripts or texts; sound recordings; and architectural works.

"VPAA" means the Vice President for Academic Affairs, the person that directs the overall planning, operation and administration of the general academic program at the College.

Section III: OWNERSHIP OF INTELLECTUAL PROPERTY

Ownership of all Intellectual Property created in whole or in part by Faculty, Staff or Students shall be subject to the following guidelines:

A. Employees:

(i) Traditional Works of Scholarship created by a Faculty member, Staff member, or Student employee shall be owned by the Creator; provided, however, that subject to other requirements imposed by a publisher, the College shall retain a royalty-free right to use such Traditional Works of Scholarship for non-commercial, educational purposes only;

(ii) If the College expressly directs an Employee to create or develop the Intellectual Property, or the Intellectual Property is created as a specific requirement of employment or as an assigned institutional duty, then the College shall own the Intellectual Property;

(iii) If the Creator has voluntarily transferred the Intellectual Property, in whole or in part, to the College, with such transfer in the form of a written document signed by the Creator, then the College shall own the Intellectual Property;

(iv) If the Creator has created or developed Intellectual Property in connection with a project funded, in whole or in part, by a Sponsor, then the Intellectual Property shall be owned in accordance with the terms of any applicable contract or agreement between the College and the Sponsor. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this Policy; and

(v) Unless otherwise delineated within subsections (i) - (iv) above and if the Creator made Substantial Use of College Resources in creating or developing the Intellectual Property, then the College shall own the Intellectual Property.

B. Students:

(i) Traditional Works of Scholarship created by an unpaid student shall be owned by the Creator; provided, however, that subject to other requirements imposed by a publisher, the College shall retain a royalty-free right to use such Traditional Works of Scholarship for non-commercial, educational purposes only;

(ii) Intellectual Property created or developed by an unpaid Student (a) working with or for an Employee of the College, or (b) at the specific request or direction of the College, shall be owned by the College;

(iii) Intellectual Property created or developed by an unpaid Student in collaboration with an Employee shall be owned in accordance with the provisions set forth above in Section III.A. unless the Student and Employee agree otherwise in writing;

(iv) Intellectual Property created or developed by an unpaid Student in connection with a project funded by a Sponsor shall be owned in accordance with the terms of any applicable contract or agreement between the College and the Sponsor, regardless of whether the Student was acting as a Student or an Employee. In the absence of such an agreement, any Intellectual Property arising from such project shall be owned by the College; and

(v) Unless otherwise delineated within subsections (i) - (iv) above, Intellectual Property created or developed by an unpaid Student with Substantial Use of College Resources shall be owned by the College.

Ownership of Intellectual Property created by a Faculty member, Staff member or Student that does not fall within the guidelines set forth above, shall vest in the Creator.

Section IV: COMMERCIALIZATION

The College, in its sole discretion, may commercialize any Intellectual Property that is owned by the

College in accordance with Section III and shall have the authority to decide the revenue, if any, that the College will receive as a result of such commercialization. In the absence of a written agreement to the contrary, any revenue received from the commercialization of College Intellectual Property, other than College Intellectual Property resulting from the Course of Employment, will be distributed as follows:

A. The College may, at its discretion, first deduct from revenue all or any portion of any actual expenses incurred by the College in protecting, developing or marketing the College Intellectual Property, including but not limited to legal fees and other fees paid to third parties. If the Creator objects to the amount of such expenses deducted, then he or she shall submit a written audit request to the VPAA, and the College will engage an independent auditor to determine the amount of actual expenses incurred, provided, however, that the auditor's fees will be added to such expenses and deducted from the revenue as well.

B. After any deductions of expenses, the remaining revenue shall be distributed as follows:

- (i) The first \$5000.00 shall be distributed to the Creator(s), pro rata if more than one Creator is involved; and
- (ii) After the first \$5000.00 has been distributed, 50% of the remaining revenue shall go to the Creator(s), pro rata, and 50% shall go to the College.

Section V: ASSIGNMENT OF CREATOR

With respect to College Intellectual Property, the College may, upon request and in its discretion, assign ownership to the Creator subject to a perpetual royalty-free license to the College to use the Intellectual Property for its own purposes. Such requests should be submitted to the VPAA who shall decide whether to assign such ownership. The College may also accept property that is voluntarily assigned, and/or required by contract provision to be assigned to the College. The College shall determine whether to accept or reject any and all assignments of any Intellectual Property.

Section VI: RESOLUTION OF DISPUTES

A. Disputes arising over the application of this Policy, including the ownership of Intellectual Property or distribution of revenue to Creator(s), shall be brought in writing to the VPAA. The VPAA will convene a meeting of the Dispute Panel within a reasonable time thereafter to resolve such dispute. The Dispute Panel shall issue their decision in writing, providing reasons for their decision, as a recommendation to the President.

B. Either party to a dispute may appeal the decision of the President to the Board of Trustees who may, in its discretion, refer the matter to binding arbitration. The cost of the arbitration shall be borne equally by the College and the Creator(s).

Section VII: RESPONSIBILITY OF PARTIES

It is the responsibility of the College and all members of the College community to ensure adherence to this Policy.

Faculty, Employees, and Students and other Creators governed by this Policy shall have the obligation to:

1. Make themselves aware of and adhere to restrictions on rights in Intellectual Property deriving from agreements between the College and Sponsors;
2. Inform the College in a timely manner of any and all material that should be protected pursuant to the provisions of this Policy, and to cooperate with the College to obtain such protection;
3. Obtain written permission from the VPAA to publish, in journals or other media, use, or distribute any College Intellectual Property; and
4. Ensure that Students or contractors working collaboratively with or under the Faculty or Staff's direction on projects (whether or not for pay) that may result in Intellectual Property have executed the appropriate agreements concerning the assignment of rights as contemplated by this policy.

Any and all requests by any person for a clarification, explanation or determination of any of the rights and/or obligations under this Policy shall be made in writing to the VPAA. The VPAA shall respond within a reasonable time upon the receipt of such request.

Section VIII: SEVERANCE/ CHOICE OF LAW

Any provision of this Policy which is prohibited by law, or unlawful or unenforceable under applicable law, shall be ineffective only to the extent of such prohibition, without invalidating the remaining provisions of this Policy. Where the terms of this Policy are inconsistent with applicable law, and where applicable law controls, this Policy shall be deemed to be amended to comply with applicable law. This Policy shall be construed and interpreted according to the laws of the State of Georgia.

Section IX: RESERVATION OF RIGHTS

The College in consultation with the Executive Committee of the Faculty reserves the right to modify and/or make changes, as it deems advisable at any time to this Policy. Changes shall become effective after approval by the Board of Trustees and upon publication of the revised Policy.

Policy No. 181 Issued 1/1/2004

Updated/Edited 6/11/2013

Leave During a Public Health Emergency

In the event of an officially-declared pandemic or other public health emergency, the President of the College may declare that the following policy is in effect. The purpose of the policy is to minimize risk of further infection.

Medical Leave

Supervisors are to encourage faculty and staff who feel sick not to come to work and to seek appropriate medical attention. The sick leave policy and procedures under the Sick Leave Bank will apply to all staff employees who are absent from work due to illness.

If a staff member is unable to return to work after all available sick, personal and vacation time is exhausted, he or she will continue to be paid his or her normal wages* as long as there is regular communication with the Office of Human Resources and the employee's immediate supervisor.

Since faculty members do not accrue sick leave, their salary will continue* as long as there is regular communication with the Office of Human Resources, the department chair and dean. Immediate mandatory medical leave may be imposed on a faculty or staff member who is suspected to be ill or becomes ill at the workplace.

Personal Leave to Care for Family Members

If a staff member is required to stay home to take care of family members due to the public health emergency, staff will first use their accumulated personal, sick and vacation leave. If staff members exhaust their sick, personal or vacation leave, the college will continue to pay their wages*.

Wages will continue as long as there is reasonable communication with the Office of Human Resources and the supervisor as to the condition of the family members. Since faculty members do not accumulate personal, sick or vacation time, their salary will continue* as long as there is reasonable communication with the Office of Human Resources and the department chair or dean.

*Agnes Scott College reserves the right to review and determine the amount of continued pay that will be available to any employee or group of employees. The college also reserves the right to designate all or a portion of leave under this policy to the employee's FMLA entitlement pursuant to the college's Family and Medical Leave policy and applicable laws.

Policy No. 397 Issued 3/1/2012

Life Threatening Illnesses in the Workplace

Employees with life-threatening/incapacitating illnesses, such as cancer, heart disease, severe mental illness and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Agnes Scott College supports these endeavors as long as employees are able to meet acceptable performance standards. As in the case of other disabilities, the College will make reasonable accommodations, in accordance with all legal requirements, to allow qualified employees with life-threatening/incapacitating illnesses to perform the essential functions of their jobs.

Medical information on individual employees is treated confidentially. Agnes Scott will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Employees with questions or concerns about life-threatening/incapacitating illnesses are encouraged to contact the Office Human Resources for information and referral to appropriate services and resources.

Policy No. 800 Issued January 1, 2004

Posting Policy

In order to maintain a safe, neat, and aesthetic environment, the college, with the help of the Inter-Organizational Council, has established the following guidelines regarding posting of information in campus facilities and with campus resources.

All postings should include appropriate information about an event:

Who

What

When

Where

Contact information

Each building has designated public posting areas as follows:

Alston Campus Center

DO NOT USE TAPE ANYWHERE IN THE BUILDING

Organizations may post fliers on the Inter Organizational Council (I.O.C.) bulletin board

Events may be advertised with table tents and banners (banners may be hung in the stairwell by string only).

McCain Library

DO NOT USE TAPE ANYWHERE IN THE BUILDING

Table tents may be used provided there is still ample space for students to do their homework.

Buttrick Hall

Masking Tape is allowed in the bathrooms and elevators

Advertisements may be hung from the magnetic strips, which are located in the stairwell, and, with the department's permission, on department bulletin boards.

Main lobby kiosk may also be used for fliers and may be attached with staples or pushpins

Bullock Science Center

Approved fliers may only be posted on bulletin boards for general postings only. Fliers must be removed within 24 hours of the event.

Presser Hall

Advertise on the magnetic strips, in bathrooms, or on interior doors.

Masking tape is permitted on interior doors & in the bathrooms.

Dana Fine Arts Building

No tape may be used in this building with the exception of the bathrooms.

Fliers may be left at the information desk and with the department's permission; fliers may be posted on bulletin boards.

Woodruff Building

Masking tape may be used in bathrooms only

Bulletin boards may be used with department's permission

Fliers may be left at the information desk

Evans Dining Hall

DO NOT USE TAPE IN BUILDING

Table tents are ALLOWED

Small bulletin boards (in the front of the building) may be used with pushpins only

Residence Halls: Hopkins, Inman, Main, Rebekah, Walters and Winship

Posting is allowed throughout the building.

Masking tape may be used in bathrooms, on interior doors, & in elevators.

Do not post fliers on exterior doors

Avery Glen

There is no posting in Avery Glen. It is against the policy of the complex

It is against Georgia state law to post anything on the exterior doors of buildings.

1st offense = warning

2nd offense = must pay fine and possible budget cut.

(We are aware that some election materials are posted on the window near the post office. These items have been approved, and no other unapproved material should be displayed in that area.)

Flyers may not be attached to exterior doors, walls, and windows of buildings as this is a fire hazard.

Improperly posted items will be removed and destroyed, and the responsible individuals or organizations may be charged for any damages incurred. ASC is not responsible for maintaining or returning any signs that are improperly posted.

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.

Research Misconduct Policy

In accordance with 42 CFR Parts 50 and 93 Public Health Service Policies on Research Misconduct; Final Rule; Department of Health and Human Services; Federal Register

I. INTRODUCTION

A. General Policy

Agnes Scott College (hereinafter “ASC” or “college”) believes that the occurrence of misconduct is a threat to the basic principles of research. Misconduct in research damages the integrity of the profession and undermines the credibility of scholars. It is also antithetical to the college’s honor code and the values the college strives to maintain and promote. ASC takes seriously all allegations of misconduct and believes that the procedures for the inquiry, investigation and adjudication of any misconduct should be clear for all parties involved. ASC is also cognizant of the need to protect the complainant, the respondent, and all witnesses involved in any misconduct proceeding.

The purposes of this policy are (1) to address research misconduct, which is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results; and (2) to establish clear and coherent procedures for responding to research misconduct allegations in a thorough, timely, and fair manner. It is important to note that research misconduct does not include honest error or differences of opinion.

This policy conforms to the United States Public Health Service (Department of Health and Human Services) regulations under 42 Code of Federal Regulations (CFR) Part 93. While 42 CFR Part 93 applies to all individuals who may be involved with a project supported by, or who have submitted a grant application to, the Public Health Service (PHS), the ASC policy applies to all individuals engaged in college research regardless of funding source.

B. Scope of Policy

This policy applies to allegations of research misconduct (fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results) involving a person who, at the time of the alleged research misconduct, was employed by, was an agent of, was affiliated by contract or agreement with, or was a visiting scholar at ASC; and (1) research, research training, or activities related to that research or research training, (2) applications or proposals for support for research, research training or activities related to that research or research training, or (3) research records produced in the course of research or research training or activities related to that research or research training. This includes any research proposed, performed, reviewed, or reported, or any research record generated from that research, regardless of whether any application or proposal for funds resulted in a grant, contract, cooperative agreement, or other form of support and regardless of whether any funding for the research was sought from any source.

II. DEFINITIONS

“Allegation” A disclosure of possible research misconduct to an institutional official or sponsor, using any means of communication (oral, written, electronic, or other)

“*Complainant*” A person who in good faith makes an allegation of research misconduct

“*Evidence*” Any document, tangible item, or testimony offered or obtained during a research misconduct proceeding that tends to prove or disprove the existence of an alleged fact

“*Fabrication*” Making up data or results and recording or reporting them

“*Falsification*” Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record

“*Inquiry*” Preliminary information-gathering and preliminary fact-finding

“*Institutional member*” Any member of the college community, including faculty, students and staff

“*Investigation*” Formal development of a factual record and the examination of that record leading to a decision not to make a finding of research misconduct or to a recommendation for a finding of research misconduct, which may include a recommendation for other appropriate actions, including administrative actions

“*Plagiarism*” The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit

“*Research integrity officer (RIO)*” The appointee with primary responsibility for implementing the policy

“*Research misconduct*” Fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results

“*Respondent*” The individual against whom an allegation of research misconduct is directed or who is the subject of a research misconduct proceeding

III. RIGHTS AND RESPONSIBILITIES

A. Research Integrity Officer

The Research Integrity Officer (RIO) will have primary responsibility for implementation of the procedures set forth in this document. The Research Integrity Officer will be an institutional official who is well qualified to handle the procedural requirements involved and is sensitive to the varied demands made on those who conduct research, those who are accused of misconduct and those who report apparent misconduct in good faith. Appointed by the president, the RIO will in most instances be the VPAA unless there is a conflict of interest in which case the president will designate another appointee.

B. Complainant

The Complainant may have an opportunity to testify before the inquiry and investigation committees, to review portions of the draft inquiry and investigation reports pertinent to his/her allegations or testimony, to be informed of the results of the inquiry and investigation, and to be protected from retaliation. The Complainant is responsible for making allegations in good faith, maintaining confidentiality, and cooperating, in good faith, with an inquiry or investigation.

C. Respondent

The Respondent will be informed of the allegations prior to or when an inquiry is opened and notified in writing of the final determinations and resulting actions. The Respondent may also have the opportunity to be interviewed by and present evidence to the inquiry and investigation committees, to review the draft inquiry and investigation reports, and to have the advice of legal counsel. The Respondent is responsible for cooperating with the conduct of an inquiry or investigation. If the Respondent is not found to have committed research misconduct, 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

Severe Weather Policy

At times, emergencies such as severe weather, fires, power failures or earthquakes can disrupt College operations. In extreme cases, these circumstances may require the closing of the College. In the event such an emergency occurs during nonworking hours, local radio and/or television stations will be asked to broadcast notification of the closing.

If the College is officially closed during severe weather or other emergencies, members of the administrative staff and support staff will not be expected to come to the campus and absences will not be counted against accrued vacation time. Full-time, hourly employees will only be paid if the school is closed on a day that is their normal work day.

If the College is officially open during severe weather or other emergency and staff employees decide it is unsafe to travel from their particular locations, they have the option of working on a designated make up

Saturday following their absence or of having their absence counted as a day of vacation. Make up Saturday will be announced by College officials.

If, for reasons of safety during severe weather, staff members decide to delay their arrival on campus or to leave campus before the regular closing hour, it should be with the approval of their supervisor. Employees have the option of making up hours missed at a time approved by their supervisor or of having these hours counted against their accrued vacation.

Employees in essential operations may be asked to work on a day when operations are officially closed. In these circumstances, their supervisor may adjust their work schedule (within the same pay period) to recognize the additional hours worked.

In the event of severe weather or other emergency, information on the closing or delayed opening of the College is available from the following sources:

Recorded message on (404) 471-5100: This line will be updated as changing decisions on closings and delays occur with a first update no sooner than 5:30 a.m.

Radio and television news updates: Please check updates on closings or delays with these media outlets: WGST 640AM and WSB-TV Channel 2.

Broadcast voice-mail messages.

Text message, if the college has a record of your cell phone number.

Do not call public safety for closing or delay information during inclement weather. The dispatcher will simply refer the call to the (404) 471-5100 information line.

Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol

I. Protocol

A. Protocol: This protocol is intended to work in concert with the Agnes Scott College Title IX Sexual Misconduct 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 or gender in any of its programs, activities, or employment practices. Agnes Scott College prohibits sexual misconduct and 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. Pursuant to the related Agnes Scott Title IX Sexual Misconduct Policy and this protocol, the College prohibits and will act to prevent, address, and eliminate all forms of gender-based and sexual discrimination, harassment, violence and bullying.¹

Sexual discrimination and harassment, including all forms of sexual violence, 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 discrimination and harassment under college policies and the college condemns and prohibits conduct that is sexually discriminatory or harassing even if such conduct would not be adjudged illegal.

Applicability: This protocol applies to all employees including faculty.

B. Definitions: All definitions contained in the Agnes Scott Title IX Sexual Misconduct Policy apply to this protocol.

C. Academic freedom respected: The College is committed to academic freedom as stated in Section III of the Faculty Handbook, Statement on Academic Freedom and Responsibility, and complaints will be evaluated consistently with this policy. The College's sex/gender harassment, discrimination and misconduct policies are not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include controversial or sensitive subject matters protected by academic freedom. 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

¹ Hereinafter, this protocol will refer to sexual misconduct to include all harassment, discrimination, bullying and violence based upon gender, gender identity, sex and sexual orientation. Sexual Misconduct is defined by the Agnes Scott Title IX Sexual Misconduct Policy as encompassing sexual harassment, non-consensual sexual contact (or attempts at such contact); non-consensual sexual intercourse (or attempts at such intercourse), and sexual exploitation. All gender-based discrimination, harassment and violence prohibited by Title IX is defined as sexual misconduct under this policy. Examples of specific crimes that constitute sexual misconduct pursuant to this policy include rape, sexual assault, domestic, dating or intimate partner violence, bullying and stalking. Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by persons of any gender or sex, and it can occur between people of the same or different sex.

material. Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of courses or that touch on academic exploration of matters of public concern. 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.

D. Advisors. The Complainant and Respondent may each be assisted by an advisor of choice during any investigative meeting, pre-hearing conference and/or at any time following the filing of a complaint. The advisor may be a mentor, family member, friend, attorney or any other supporter so long as they are not in any way involved in the resolution process, such as serving as a witness. The role of the advisor is to serve as a support for the Complainant or Respondent and not to serve as a representative or advocate in interactions with College officials. The College cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the College is not obligated to provide one.

All advisors are subject to the same campus rules, whether they are attorneys or not. An advisor may not make a presentation or represent the Complainant or the Respondent during any meeting or proceeding and may not speak on behalf of the advisee to the investigators or hearing panelists. The parties are expected to ask and respond to questions on their own behalf, without representation by their advisor. Advisors may confer quietly with their advisees or in writing as necessary, as long as they do not disrupt the process.

II. Procedures

A. Direct resolution: Except in cases of sexual violence, 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 the Title IX Coordinator or Associate Vice President for Human Resources, either directly or through their relevant reporting structure.

B. Initiation of a report or complaint

1. Timeliness of Reporting: Reports and complaints of sexual misconduct 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.

2. Non-retaliation: The College will take action to protect anyone who submits a report (“Reporter”) or complaint (“Complainant”) 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 end and prevent further sexual misconduct, to take appropriate remedial actions, and to comply with any discovery or disclosure obligations required by law.

4. Institutional due process: The College will make every reasonable effort to protect the rights of both Complainants and Respondents. The Agnes Scott College Title IX Sexual Misconduct Policy and this protocol operate independently (but cooperatively as required) of the criminal justice system.

Once a report of sexual misconduct by a faculty member or employee is received by Agnes Scott College, the Title IX Coordinator (or designee) will follow the pre-proceeding common procedures of the Agnes Scott College Title IX Sexual Misconduct Policy.² The pre-proceeding common procedures include the initial inquiry and investigation.

C. Investigation and Adjudication

The College's Initial Inquiry and Investigation is handled in all cases pursuant to the governing Agnes Scott College Title IX Sexual Misconduct Policy. Following the Title IX Coordinator's (or designee's) handling of the pre-proceeding common procedures, the following may occur:

Informal resolution. In cases other than those involving sexual violence, informal resolution by consent is available to the parties. Informal resolution may be recommended by the Title IX Coordinator, or, Associate Vice President for Human Resources ("AVP for HR"), Vice President for Academic Affairs ("VPAA") or any College officer in consultation with the Title IX Coordinator. After discussing the report of sexual misconduct with the Complainant or Reporter, if the Title IX Coordinator, AVP for HR, VPAA or College officer 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 misconduct, or that the complaint rests on misperceptions or miscommunication, the Title IX Coordinator, AVP for HR, VPAA or College officer 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 with a trained mediator, or other reasonable means to resolve the situation or remedy the conduct informally. If informal resolution is attempted, however, the identity of the Complainant or Reporter may be kept confidential, unless the Complainant or Reporter gives permission to divulge their identity, and no resolution will be imposed that is not agreed to by all parties involved. An acceptance of responsibility by the Respondent may occur at any time following a report of sexual misconduct and the Respondent should follow the Acceptance of Responsibility procedures defined herein.

Informal investigations and resolution attempts may be terminated at any time by any party by clearly indicating verbally or in writing that they wish to end the informal resolution and initiate formal proceedings. In any event, the informal resolution process must be concluded within one month of the initial inquiry meeting, unless extended by consent of the Complainant 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 the subsequent formal proceedings and investigating future reports of sexual harassment, but may not be used as the sole basis for making personnel decisions. Likewise, records of informal resolutions shall be kept in a confidential file in the Office of Human Resources and may not be used as the sole basis for future personnel decisions. Cases of sexual violence are not to be resolved by informal resolution or mediation.

Any person who believes they have experienced sexual misconduct may decline informal resolution and request that the College proceed with formal institutional proceedings.

Acceptance of Responsibility. Within five (5) days after receipt of the Notice of Investigation from the Title IX Coordinator (or designee) or the AVP for HR, the Respondent has an opportunity to accept or not

² www.agnesscott.edu/URL_CITE_TO_POLICY_HERE

accept responsibility for the violations alleged in the complaint. The Respondent must inform Title IX Coordinator of their decision in writing within those five (5) days. If the Respondent accepts responsibility the policy violation, the Title IX Coordinator, in consultation with College officers designated to serve on the Investigation Board, will determine the appropriate sanction, in conformance with this protocol, within five (5) days and send written notification of the sanction imposed to the Complainant and Respondent. Except in cases of a faculty dismissal recommendation, the Title IX Coordinator's determination shall be final and not appealable. Any faculty dismissal sanction is a recommendation only and triggers the procedures for dismissal for cause under Dismissal of Teaching Faculty Policies and Procedures (Faculty Handbook).

If the Respondent has not already accepted responsibility or a resolution, within two (2) business days after receipt of the Final Investigative Report (as explained below), the Respondent has an additional opportunity to accept or not accept responsibility, as well as the findings and sanctions. The Respondent must inform the Title IX Coordinator of their decision in writing within those two business (2) days. This is the same time period within which the parties may object to the Final Investigative Report. If a Respondent accepts responsibility and the Final Investigative Report, the complaint(s) will be resolved pursuant to that document and the investigation will be closed. If the Respondent accepts responsibility for the violations but objects to the sanctions, the sanction determination alone, other than dismissal, is appealable to the President of the College within two (2) business days from receipt of the report. The President will decide upon the sanctions and notify the Respondent within five (5) business days of the sanction appeal. The sanction determination of the President shall be final and not appealable.

Initiation of Formal Proceedings. At any point during the process of informal resolution (or before) any person believing to have experienced sexual misconduct may initiate a formal process of investigation and resolution. Such a request by the Complainant will be deemed as consent to proceed with institutional proceedings to include disclosure of the Complainant identity to the Respondent. The Title IX Coordinator, AVP for HR, VPAA or any College officer may also initiate formal procedures to investigate and resolve conduct suspected of constituting sexual misconduct on the basis of sufficient credible evidence. Past reports of sexual misconduct alone do not constitute sufficient credible evidence; the Title IX Coordinator, AVP for HR, VPAA or College officer must have evidence about current conduct to file a complaint. If the Title IX Coordinator, AVP for HR, VPAA or College officer initiates the process of investigation and resolution, they must also put in writing the complaint and explanation of the sufficient credible evidence that warrants the initiation of the investigation and resolution process. While past reports of sexual misconduct alone do not constitute sufficient credible evidence to commence a formal investigation, if it is determined that past reports were made in good faith, the College may consider such good faith reports to satisfy its obligation to identify potential sexual misconduct patterns.

The institution of formal proceedings and notice thereof ("Notice of Investigation") is further governed by the Agnes Scott College Title IX Sexual Misconduct Policy. [FUNCTIONAL Link to Policy Here](#)

Investigation of the complaint

The investigation of the complaint is governed by the Agnes Scott College Title IX Sexual Misconduct Policy.

At the conclusion of the investigation:

- 1) The College will provide an Initial Report of Factual Findings ("Initial Report") to the Complainant(s) and Respondent. This is a confidential document. The parties should not discuss or disclose the contents of this Initial Report with others on campus, with the exception of their advisors.

2) Each party will have two (2) business days to conduct a review of the Initial Report, and to provide a written response. The Complainant(s) and the Respondent shall have an opportunity through a written response to address the facts set forth in the Initial Report to point out anything they contend to be inaccurate. A written response is not mandatory.

The first business day of this two-day review period will be the business day following the day the Initial Report is electronically provided to the parties. (Saturday, Sunday and holidays observed by the College are not business days. Thus, if the Initial Report is sent to the parties by e-mail on a Friday, responses to the report will be due at 5:00 p.m. on the following Tuesday.)

3) Should either party submit a written response to the Initial Report, the investigators will review and consider the written response within two (2) business days.

4) After considering any written response from the parties, the College will have five (5) business days to provide a written Final Investigative Report to the Complainant and the Respondent. This is a confidential document. The parties should not discuss or disclose the contents of this Final Investigative Report with others on campus, with the exception of their advisors.

The **preponderance of the evidence standard** will be used by the College and/or investigators in the Final Investigative Report.

The Final Investigative Report will set forth (a) the investigator's findings and conclusions, (b) recommended sanctions, if any, to be taken against the Respondent as a result of the complaint(s), and (c) other measures, if any, to prevent recurrence of any sexual misconduct against the Complainant or others.

5) The parties shall have two (2) business days after receiving the Final Investigative Report to submit a written objection to its conclusions and recommended action, if any, against the Respondent.

6) If neither party objects to the conclusions and recommended action as set forth in the Final Investigative Report, the complaint(s) will be resolved pursuant to that document and the investigation will be closed. There will be no appeal rights if the matter is resolved at this stage.

(7) If an objection is submitted by either party, the matter will be sent to the Agnes Scott College Investigation Board if the Respondent is a faculty member or employee. If the Respondent is a student, the matter will be sent to the Title IX/Conduct Hearing Panel.

- Each party will receive a timely notice of the objection informing them that the Investigation Board or Hearing Panel will be convened as soon as practicable.

Composition of the Agnes Scott College Investigation Board. The Board shall be comprised of the officer who supervises the person named as the Respondent, the AVP for HR, the chair of the Faculty Executive Committee 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 staff Respondent, a second staff member to be named by the Staff Council) The officer shall serve as Chair of the investigation board.

- (1) **Hearing.** The Investigation Board shall conduct a thorough, fair, and expeditious hearing based on all the evidence collected throughout the investigative process resulting in the Final Investigative Report. The hearing generally is closed and typically includes only the

Complainant (if they elect to attend), Respondent, key material third parties (only in atypical cases where board deems it necessary beyond the information contained in the Final Investigative Report). Both parties will be given the opportunity to address the Final Investigative Report with the board. Beyond this opportunity, the manner in which the hearing is conducted and the information considered solely is within the discretion of the board. The participants may appear sequentially and the Complainant may not be required to appear at the same time as the Respondent, or at all. Neither party may directly question the other but each may submit questions to the board for consideration.

At its discretion, the board may seek further written evidence and interview witnesses who, in the opinion of the board, can shed light on the merits of the complaint(s) and the conduct of the Respondent. The parties shall have the right to suggest any additional witnesses/interviews and additional information to the investigation board that in their opinion can provide valid and relevant evidence not previously presented. The parties may also suggest questions to any witnesses, but questioning shall be done solely by the chair of the investigation board, whose judgment about the appropriateness and wording of questions, after consultation with other board members they deem necessary, shall be final. The board shall retain the authority to consider any and all information in the determination of responsibility and in the imposition of sanctions.

If there is a determination of responsibility, the Complainant(s) may provide to the board a written impact statement prior to the issuance of sanctions. The impact statement will only be permitted during the sanctioning phase following the determination of responsibility. An impact statement is not required but encouraged by the College.

The preponderance of the evidence standard will be used by the Investigation Board.

Notice of Outcome. Within five (5) business days of the conclusion of the hearing, the College will inform the parties of the Investigation Board's decision by electronic transmission of a Notice of Outcome.

The Notice of Outcome to the Respondent will identify (a) the Investigation Board's findings and conclusions, (b) the recommended sanctions, if any, to be taken against the Respondent as a result of the complaint, (c) other measures, if any, to prevent recurrence of any misconduct against the Complainant or others, (d) the opportunity to accept responsibility within two (2) business days, and (e) appeal procedures. The Notice of Outcome to the Respondent will not identify remedial measures or accommodation solely relevant to the Complainant(s).

The Notice of Outcome to the Complainant will identify (a) sanctions or measures, if any, relevant to the Complainant, and (b) appeal procedures. If the Respondent is found responsible for sexual violence, the Notice of Outcome to the Complainant will additionally include all sanctions.

Conflict of interest. If any member of the investigation board is a party to the complaint or has any other conflict of interest that would prevent them from adjudicating the complaint in a fair and impartial manner, the President of the College will decide the existence of such a conflict and designate a substitute of similar status to serve on the investigation board. If for any reason it is not appropriate or possible for the President to do so, the chair of the board of trustees will designate a substitute.

D. Appeal Rights

The parties may appeal the Notice of Outcome by submitting a written notice within two (2) business days of its receipt. The first business day of this two-day review period will be the business day following the day the Initial Report is electronically provided to the parties.

All protective measures or accommodations imposed or maintained by the Investigation Board will be in effect during the appeal process.

An appeal may be based on one of the following grounds:

- a) The existence of new facts that (i) were not available throughout the investigation process, and (ii) may have materially affected the Investigation Board's decision if they had been available at the time of the investigation;
- b) Evidence that procedures set forth here (i) were not followed, and (ii) that the failure to follow these procedures may have materially affected the Investigation Board's decision;
- c) That the sanction imposed was outside the range of sanctions authorized by the Agnes Scott College Sexual Misconduct Policy; and/or
- d) That legal rights as provided to a party by Title IX or other applicable law were violated.

No other issues may be included within an appeal.

The appeal must be timely received in-person or electronically by the Title IX Coordinator, Karen Gilbert, at KGilbert@agnesscott.edu or in their office located in Presser Hall.

- The Title IX Coordinator will then review the written appeal to determine its timeliness and whether it raises one of the permissible grounds for appeal as set forth above.
- If the Title IX Coordinator determines that the appeal is untimely or that it has not raised a permissible grounds for appeal as set forth above, the appeal will be rejected and the Notice of Outcome from the proceeding will be rendered final.
- If the appeal is timely and it has raised a permissible grounds for appeal, the President of Agnes Scott College shall review the appeal (to include the Final Investigative Report, Notice of Outcome and sanctions to be imposed), and, may review any documents or statements presented throughout the investigation and adjudication process.
- The President may accept, reject, or modify the finding and/or sanctions based upon one or more of the permissible grounds for appeal.
- The President or her designee will communicate her decision, in writing, to the Title IX Coordinator, who will forward the decision to the Respondent and the Complainant.
- The appeal decision shall be final.

If a student Respondent appeals, the appeal will be to the Vice President for Student Life or their designee and will be governed by the Agnes Scott College Title IX Sexual Misconduct Policy.

D. Sanctions and Protective Measures

Interim measures during the course of investigation. At any point after the filing of a written complaint, the President of the College may place the 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 Respondent 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.

Other interim measures may include supervisor notification, adjustment of reporting structure and any reasonable steps to end, prevent recurrence and remedy the impact of any sexual misconduct. All sanctions and remedial actions identified below are available to the College as an interim measure. Interim measures may also become permanent accommodations following the conclusion of the formal proceedings.

Imposition of remedial actions, protective measures or sanctions. The College may impose the following actions, measures or sanctions on an interim or permanent basis:

- Verbal or written warning. In the discretion of the College, the warning will be noted in the employment record of the Respondent.
- No contact letter
- Providing an escort
- Adjustment of work schedule
- Supervisor notification
- Adjustment of supervisory or reporting structure
- Referral to or provision of counseling (EAP, etc.)
- Referral to police and/or community services
- Sensitivity training and educational programming
- Paid leave
- Unpaid leave
- Suspension or denial of use of the College services and facilities
- Dismissal from employment (for dismissal of faculty, see below)
- Any of the sanctions and/or protective measures listed for students in the governing Agnes Scott College Title IX Sexual Misconduct Policy

Failure to timely and fully comply with sanctions or remedial actions may constitute a separate violation of the Sexual Misconduct Policy or this protocol.

Suspension or dismissal of faculty. The College's decision to suspend or terminate a full-time faculty member holding a continuous appointment or a probationary or term contract before its expiration is a recommendation only and triggers the procedures for dismissal for cause under Dismissal of Teaching Faculty Policies and Procedures (Faculty Handbook).

E. Resolution Time Frame. Within 60 days of notice to the College of potential sexual misconduct, unless the Respondent has been suspended (see preceding paragraph), the time period is extended by the consent of the Complainant and the Respondent or extenuating circumstances, the investigation board

shall make appropriate and well-grounded findings regarding the factual basis of the complaint. (Notice of Outcome)

F. Documentation. The AVP for HR 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.

Revised April 2016

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

Substantive Change Policy

Agnes Scott College is committed to maintaining compliance with the substantive change policy and procedures of the Southern Association of Colleges and Schools as delineated in *Substantive Change for Accredited Institutions of the Commission of Colleges*. Agnes Scott recognizes the responsibility of the Commission on Colleges to review substantive changes that occur between decennial reviews. The college will notify the Southern Association of Colleges and Schools Commission on Colleges of significant modification or expansion of the nature and scope of the college and, when required, seek approval prior to the initiation of changes. If unclear as to whether a change is substantive in nature, the college will consult with Commission staff.

Substantive changes as defined by the Commission on Colleges include but are not limited to:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A substantial increase in the number of credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual-degree program or a joint-degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs.

Additional information is available on the SACSCOC website at <http://www.sacscoc.org/SubstantiveChange.asp>.

The requirements for substantive changes vary according to the type of change.

- Some changes simply require that the Commission be notified in advance of the implementation of the change. The [letter of notification](#) should include the name of the actual change, implementation date, street address if it involves a new site, and the credential being offered.
- Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree or certificate online, require written notification at least six months in advance and approval of a [prospectus](#), which must be submitted at least three months prior to the anticipated implementation date.
- Institutions seeking to offer coursework at a more advanced level than that for which they are currently approved must notify the Commission of their intent at least 12 months in advance,

and submit an [application for level change](#) by April 15 for review at the June meeting of the SACSCOC Board of Trustees or by October 1 for review at the December meeting.

- If an institution decides to close an educational program, approved instructional site, branch campus or the entire institution, it must choose one of the following options: it must teach out currently enrolled students or enter into a contract for another institution or organization to teach out the educational programs or program. Teach-out plans and teach-out agreements must be approved in advance of implementation by SACSCOC.
- Certain types of substantive changes, such as adding branch campuses, level changes, mergers/consolidations and changes in governance require a visit by a substantive change committee to determine continued compliance with the [Principles of Accreditation: Foundations for Quality Enhancement](#). When a committee visit has been authorized by the President of the Commission, the institution will be asked to provide documentation of the impact of the change on selected requirements in the Principles of Accreditation. This review may be combined with an institution's decennial reaffirmation review or may accelerate the institution's reaffirmation schedule.
- The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation of accreditation.

Fees are assessed by the Commission to review an application or prospectus for substantive change.

Responsibilities and Procedures

All tenured and tenure-track faculty members and all director-level staff members in the Office of the President and the Academic Affairs division of the college are required to familiarize themselves with this policy, which may be found in the [Faculty Handbook](#). In order to ensure our compliance with SACSCOC requirements, all proposers of new programs, degrees and other major initiatives must review the SACSCOC policy on substantive change, which may be found at <http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf>.

The Office of the President is responsible for monitoring any proposed changes in the legal status, form of control, or ownership of the institution or the established mission or objectives of the institution.

The Office of the Vice President for Academic Affairs is responsible for monitoring curricular revisions and changes in academic program offerings, including method of delivery and location, under consideration to identify changes that may be substantive in nature and may require reporting to or prior approval by SACSCOC. The vice president for academic affairs must notify the accreditation liaison and the president of the college of the potential substantive change in a timely manner.

In the event of a substantive change, the president of the college will send written notification to the president of the Commission on Colleges in accordance with the requirements of the type of substantive change. The accreditation liaison will work with all involved parties to prepare the letter. Should a prospectus, application for level change or teach-out plan or agreement be required, vice president for academic affairs will oversee the process for preparing the required document(s).

Failure to Comply

If an institution fails to follow SACSCOC substantive change policy and procedures, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution's case may be referred to SACSCOC Board of Trustees for the imposition of a sanction or for removal from membership.

Title IX Sexual Misconduct Policy

Introduction

Agnes Scott College is committed to providing a healthy learning and work environment that is safe and characterized by mutual trust and respect for all members of our community. This commitment, as well as the College's obligations under federal law, means that the College will not tolerate discrimination against or harassment of any individual or group based upon race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability or veteran status or any other prohibited factor under law.

Pursuant to this Sexual Misconduct Policy, Agnes Scott College prohibits and will act to prevent, address, and eliminate all forms of gender-based and sexual discrimination, harassment, violence and bullying.³ All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The College will provide resources to promote awareness, literacy and prevention of sexual violence and harassment; as well as support to members of our community who experience, encounter, and/or witness behavior that violates this Sexual Misconduct policy and the ethics of our institution. To foster this discrimination-free environment, the institution has appointed a Title IX Coordinator and Deputy Title IX Coordinators who will work with a trained team to ensure that all students, faculty, staff, and guests are not subjected to sexual misconduct. The Title IX Coordinator oversees compliance with all aspects of this policy.

Sexual misconduct by any faculty member, staff member, student, student organization or a third party who is a participant in a College-sponsored program, event, or activity, is a violation of both state and federal law as well as College policy and will not be tolerated by Agnes Scott College.

Sexual misconduct is broadly defined by the College on page 6 of this policy. Sexual misconduct can occur between strangers or acquaintances, including people who have been involved in an intimate or sexual relationship. Sexual misconduct can be committed by men or by women and it can occur between people of the same or different sex. It is not possible for a person to give consent if incapacitated by drugs, alcohol, or other physical or mental impairment; or if they have been threatened or coerced into giving consent; or if the person is under the age of 16. Contact of any sexual nature without affirmative consent is a violation of this policy.

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex, including sexual harassment and sexual violence, in education programs or activities which receive Federal financial assistance. Agnes Scott College has jurisdiction over complaints pursuant to Title IX or this policy. Sexual misconduct that might not be held to violate this statute (or Title VII of the Civil Rights Act of 1964) may nonetheless be considered sexual misconduct under Agnes Scott Policies and the College condemns and prohibits such conduct even if such conduct would not be adjudged illegal under Federal law.

Members of the community who believe they have been subjected to sexual misconduct are strongly encouraged to report these incidents. Third-party and anonymous reports are also welcome. The report of sexual misconduct may be verbal or in writing. Once a report is received, the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff will act promptly and equitably to ensure the safety and

³Hereinafter, the policy will refer to sexual misconduct to include all harassment, discrimination, bullying and violence based upon gender, gender identity, sex and sexual orientation. The term sexual misconduct additionally will specifically encompass the crimes of dating violence, domestic violence, sexual assault and bullying.

wellness of the potential victim as well as the Agnes Scott community. **A list of on-campus and local resources available to victims of sexual misconduct can be found in Appendix A.**

Academic freedom respected: The College is committed to academic freedom as stated in Section III of the Faculty Handbook, Statement on Academic Freedom and Responsibility; and any complaints of sexual misconduct will be evaluated consistently with this policy. The College's sex/gender harassment, discrimination and misconduct policies are not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include controversial or sensitive subject matters protected by academic freedom. 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. Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of courses or that touch on academic exploration of matters of public concern. 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.

Retaliation: The College strictly prohibits retaliation of any kind against any member of the Agnes Scott College community. The College will take action to protect anyone who submits a report ("Reporting Party"), complaint ("Complainant" and can also be referred to as the Reporting Party) or any investigation participant from retaliation in any form. Harassment, intimidation, shunning, threats, or coercion or in the form of any materially adverse harm that would dissuade a reasonable student, faculty or employee from filing a sexual misconduct complaint or participating in a sexual misconduct investigation is strictly prohibited. Any person who feels they have been subjected to retaliation should make a report to the Title IX Coordinator or any Deputy Title IX Coordinator.

Applicability. This policy applies to sexual harassment, discrimination and violence (defined pursuant to this policy as sexual misconduct) committed or experienced by students, faculty, staff or employees that occurs in connection with all academic, educational, extracurricular, athletic, and other programs of Agnes Scott College, whether the programs take place in College facilities, at a program sponsored by the College at another location, or elsewhere.

If the College determines following an investigation that proceedings or sanctions are required for faculty or employees, the *Agnes Scott Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol* will govern. All investigations, proceedings and/or sanctions for students are governed herein. This policy is intended to contain all pre-hearing common procedures for all student, faculty and employees.

Questions, reports, comments or concerns should be communicated to:

Title IX Coordinator

Marti Fessenden
Special Counsel to the President
mfessenden@agnesscott.edu
(404) 471-6547
Hopkins Hall 207
Office of the President

Deputy Title IX Coordinator for Faculty/Staff

Karen Gilbert
Associate Vice President for Human Resources
kgilbert@agnesscott.edu
(404) 471-6435
Hopkins Hall 214
Office of Human Resources

Deputy Title IX Coordinator for Students

Karen Goff

You may also contact (within 180 days):

Vice President for Student Life and Dean of Students
kgoff@agnesscott.edu
 (404) 471-6449
 Main 100
 Dean of Students

Department of Education
 Office of Civil Rights
 Lyndon Baines Johnson Department of Education
 Building
 400 Maryland Avenue, S.W.,
 Washington, D.C. 20202-1100
www.ed.gov or email to OCR@ed.gov

Statement of Privacy and Confidentiality

Agnes Scott College strives to respect an individual’s request for confidentiality when reporting sexual misconduct. The College will take all reasonable steps to investigate and respond to a complaint in a manner that is consistent with the Complainant’s request for confidentiality or request not to pursue an investigation. Individuals should be aware however, that requests for confidentiality may limit the College’s ability to investigate the report.

In some cases, confidentiality is not possible or appropriate. The College has the responsibility to balance the request for confidentiality with our institutional responsibility of ensuring a safe educational environment and workplace. When appropriate, a Complainant's request regarding the confidentiality of a report of sexual misconduct will be considered in determining an appropriate response. Examples of factors the College will consider when making this assessment include: the seriousness of the alleged sexual misconduct, whether the Complainant is a minor, and whether there have been other sexual misconduct complaints about the same individual.

If the College determines that it cannot maintain the Complainant’s confidentiality, the College will inform the Complainant prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College’s response. If a report of sexual misconduct triggers the College’s obligation to issue a timely safety warning to the Agnes Scott community, the privacy of the Complainant will be respected and the Complainant’s identity will not be disclosed in conjunction with the safety warning.

Agnes Scott College staff within offices that hold legal confidentiality, such as Counseling and Psychological Services, the College Chaplain, or Health Services (“Confidential Resources”) will not have an obligation to disclose facts about a complaint when a Complaint requests confidentiality, except as otherwise required by law. Unless the Complainant gives consent for disclosure of their identity or any information provided to professionals within the Confidential Resources, no disclosure will be made except in instances potentially required by law such as an ongoing threat or court order. Because content of discussions with Confidential Resources noted above are not reported, such discussions do not serve as notice to the College to address the alleged discrimination or sexual misconduct.

All employees of the College are required to report instances of sexual misconduct (“Mandatory Reporters”) that they witness or that are reported to them except the following:

- **Confidential Resources**
- **Non-management unionized staff** (Union staff includes all non-management dining service personnel and all non-management facilities personnel)

Educational Programs

Agnes Scott College provides education and training to students and employees to prevent and remedy sexual misconduct. Educational opportunities to participate in ongoing prevention and awareness campaigns are provided to all Agnes Scott community members annually and throughout each academic year. Sexual misconduct risk reduction is central to the College's education efforts. **A summary of some risk reduction tips can be found in Appendix B.**

Policy Definitions

Sexual misconduct is the overarching term Agnes Scott College uses to identify conduct by individuals, groups, or organizations that is prohibited by Title IX. Sexual misconduct as defined by this policy may also be a crime under federal and/or Georgia law. The College recognizes that anyone can be a victim or offender regardless of sex, gender, or gender identification. This policy, and the related Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol, is utilized by Agnes Scott College to comply with Title IX and to respond promptly, thoroughly and equitably to reports of potential sexual misconduct, including sexual violence.

Allegation: A statement by a Complainant or Reporter that sexual misconduct has occurred.

Business Day: A Business Day is any day of the week other than a Saturday, Sunday, or legal holiday observed by the College.

Bullying: Unwanted aggressive behavior that involves a real or perceived power imbalance that is repeated, or has the potential to be repeated, over time.

Coercion: Unreasonable pressure for sexual activity. When someone makes it clear that they do not want to engage in sexual behavior, or that they do not want to go beyond a certain point of sexual interaction, continued pressure beyond that point can be considered coercive.

Complainant: The person making an allegation or complaint of sexual misconduct. This person may also be referred to as a Reporting Party if they are the only reporter of the allegations about sexual misconduct directed at themselves.

Complaint: A report of sexual misconduct made to Agnes Scott College. Report and complaint are often used interchangeably in this policy.

Consent: The presence of consent involves explicit communication and mutual approval for the act in which the parties are/were involved.

- A sexual encounter is considered consensual when individuals willingly and knowingly engage in sexual activity.
- Consent cannot be procured by the use of physical force, compelling threats, intimidating behavior, or coercion.
- The use of coercion can involve the use of pressure, manipulation, substances, and/or force. Ignoring the objections of another person or pressuring them is a form of coercion.
- Knowingly engaging in sexual activity with someone who is incapacitated (by alcohol or drug use, unconsciousness or other forms of helplessness) does not constitute consent and is a violation of policy. Incapacitation is a state where one cannot make a rational, reasonable decision because they lack the ability to understand their decision. Incapacity can result from a person's disability, involuntary physical constraint, sleep, or alcohol and other drugs.
- This policy also covers a person whose incapacity to give consent results from mental disability, sleep, unconsciousness, involuntary physical restraint, or from the taking of "rape drugs." Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine,

GHB, Burundanga or similar drugs is prohibited by the College and administering one of these drugs to another student is a violation of this policy. More information on these drugs can be found at <http://www.911rape.org>.

- Previous relationships or consent for sexual activity cannot imply consent to subsequent sexual activity. Consent to one form of activity does not imply consent to other forms of sexual activity.
- Silence cannot be interpreted as consent.
- Affirmative consent is required under this policy. **See more helpful information about consent in Appendix C.**

Cyber-stalking: A particular form of stalking and/or bullying in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcomed contact with another person in an unsolicited fashion. Some examples of cyber-stalking include, but are not limited to, unwelcomed/unsolicited emails, instant messages, and messages or posts on on-line bulletin boards or social media sites. It also includes, but is not limited to, unsolicited communications about a person, their family, friends, or co-workers, or sending/posting unwelcomed and unsolicited messages with another username. Agnes Scott College considers cyber-stalking to be a form of prohibited stalking as defined below.

Domestic Violence: Asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly-situated under domestic or family violence law, or anyone else protected under domestic or family violence law.

Dating Violence: Means violence by a person who is or has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

Force: The use of physical violence and/or imposing on someone physically to gain sexual access. Force can also include threats, intimidation (implied threats), and coercion that are used to overcome resistance.

Hostile environment caused by sexual harassment: Harassing conduct that is sufficiently severe or pervasive to deny or limit the ability for a student to participate in or benefit from the college's programs or activities based on sex.

Intimate Partner Violence (IPV): Physical, sexual, or psychological harm by a current or former partner (or spouse). This type of violence can occur between heterosexual or same-sex couples whether cohabitating or not, and does not require sexual intimacy. IPV can vary in frequency and severity and can include acts of physical violence, sexual violence, threats of violence, or psychological or emotional violence. Psychological or emotional violence is a broad term that results in trauma to a victim caused by acts, threats of acts, or coercive tactics, and can include acts of humiliation, intimidation, isolation, stalking, and harassment. The term IPV can be used interchangeably or to include Dating Violence and Domestic Violence.

Non-Consensual Sexual Contact: Having or attempting to have contact of a sexual nature with another person without consent and/or by force. Sexual contact can include, but is not limited to, touching or kissing another individual.

Notice: Notice given to any party or individual pursuant to this policy shall be by electronic means. Unless agreed upon by the College, and acknowledged by the recipient, all electronic communications and notices will be sent to students, faculty and employees at their Agnes Scott College email address. Electronic notice will be deemed received on the same date sent. In-person notice is not precluded by this policy but not required.

Parties: A term referring collectively to the Complainant and Respondent.

Reporter: The person reporting an allegation or a complaint of sexual misconduct suffered by someone other than themselves.

Respondent: The person against whom an allegation or complaint of sexual misconduct has been made. A Respondent may also be referred to as a Responding Party.

Retaliation: To take an adverse action against someone because that person has made a report or participated in an investigation or disciplinary proceeding under this policy.

Sexual Assault: Any involuntary sexual act in which a person is coerced or physically forced to engage against their will, any non-consensual sexual contact of a person, or non-consensual sexual intercourse.

Sexual Exploitation: An act or acts attempted or committed by a person for sexual gratification, financial gain, or advancement through the abuse or exploitation of another person's sexuality. Examples include observing individuals without consent, non-consensual audio or videotaping of sexual activity, unauthorized presentation of recordings of a sexual nature, prostituting another person, allowing others to observe a personal consensual sexual act without the knowledge or consent of all involved parties, and knowingly exposing an individual to a sexually transmittable infection or virus without his or her knowledge.

Sexual Harassment: 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.

Sexual harassment may occur in a single egregious instance or may be the cumulative result of a series of incidents and may include, but is not limited to, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, sexual orientation, or gender presentation, even if those acts do not involve conduct of a sexual nature, as prohibited by Title IX. Although sexual harassment most frequently occurs when there is an authority differential between the persons involved (e.g. faculty member and student, supervisor and staff member), it may also occur between persons of the same status (e.g. faculty and faculty, student and student, staff and staff). Both men and women may be victims of sexual harassment and sexual harassment may occur between individuals of the same gender.

Examples of Sexual Harassment

Sexual harassment may create a hostile, demeaning or intimidating environment. It can be verbal and/or physical actions, including gestures and other symbolic conduct. Sexual harassment can also be subtle. Previously welcomed advances may become unwelcome. Examples of sexual harassment may include, but are not limited to, the following:

- repeated unwanted comments of a sexual nature;
- repeated unwanted touching or brushing against a person;

- non-sexual slurs about one’s gender;
- leering or staring at another’s body;
- contrived work or study assignments and assigning more onerous or unpleasant tasks predominately to employees or students of one gender or aimed at demanding excessive intimate interaction or contact unnecessary to work or academic assignments;
- use of sexual jokes, graffiti, images, objects, comments, emails or other communications
- repeated inappropriate social invitations or requests for sexual favors;

Sexual Misconduct: Sexual misconduct encompasses sexual harassment, non-consensual sexual contact (or attempts at such contact); non-consensual sexual intercourse (or attempts at such intercourse), and sexual exploitation. All gender-based discrimination, harassment and violence prohibited by Title IX is defined as sexual misconduct under this policy. Examples of specific crimes that constitute sexual misconduct pursuant to this policy include rape; sexual assault; domestic, dating or intimate partner violence; bullying; and stalking. Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by persons of any gender or sex, and it can occur between people of the same or different sex. **Some example scenarios of sexual misconduct can be found in Appendix D.**

Stalking: Under Georgia law, “[a] person commits the offense of stalking when he or she follows, places under surveillance, or contacts another person at or about a place or places without the consent of the other person for the purpose of harassing and intimidating the other person.” O.C.G.A. § 16-5-90. Agnes Scott College further defines stalking as a course (more than once) of non-consensual conduct directed toward another person that could be reasonably regarded as likely to alarm, harass, or cause reasonable fear of harm or injury in that person, or in a third party, such as a roommate or friend. The feared harm or injury may be to physical, emotional, or mental health, to personal safety, to property, to education, or to employment. Stalking may include, but is not limited to, unwelcomed and repeated visual or physical proximity to a person, repeatedly conveying oral or written threats, extorting money or valuables, implicitly threatening physical conduct, or any combination of these behaviors directed at or toward a person. Stalking includes cyber-stalking as defined herein.

Student: Any student enrolled at Agnes Scott College at the time of the alleged sexual misconduct. For the purposes of this policy, student status begins when a student has accepted an offer for admission to the College and ends when the student has graduated, withdrawn, been expelled, or otherwise separated permanently from the College.

If an individual wishes to pursue criminal charges for rape, stalking or other sexual offenses in the State of Georgia, some of the above definitions may be useful for both the individual and the professionals involved in the Sexual Misconduct protocol or investigation. However, Agnes Scott College defines sexual misconduct beyond and in some cases more broadly than Georgia law. The Agnes Scott College Sexual Misconduct policy and procedures operate independently (but cooperatively as required) of the criminal justice system. **If you have experienced sexual misconduct, you should report it to officials of Agnes Scott College, to law enforcement, or to both.**

The Role of Alcohol and Other Drugs in Sexual Misconduct

The use of alcohol and other drugs can have unintended consequences. Alcohol and other drugs can lower inhibitions and can create an atmosphere of confusion about whether consent is freely and affirmatively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of alcohol and other drugs on another person's ability to give consent. The use of alcohol and other drugs never makes someone at fault for being sexually assaulted. See Agnes Scott College's [Drug and Alcohol Use Policy](#).

Filing a Sexual Misconduct Report

Agnes Scott College encourages all individuals to report any incident of sexual misconduct. The College cannot take appropriate action unless a Mandatory Reporter of the College is informed of the allegation. Any individual may report incidents of sexual misconduct on a confidential/anonymous or non-confidential basis. However, the College's ability to respond effectively may be limited by an anonymous report or a Reporter's request for confidentiality.

A complaint or report of sexual misconduct may be made directly to the Title IX Coordinator or the Deputy Title IX Coordinator for Faculty/Staff. A complaint or report may also be made to any faculty member, Student Life staff, professional staff or college official at Agnes Scott College who will promptly inform the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff.

Online reporting will be available Fall 2016.

All reports of sexual misconduct of any kind will be taken seriously and each Complainant will be treated with dignity, respect, and in a non-judgmental manner. Similarly, an individual accused of sexual misconduct, referred to as a Respondent for the purposes of this policy, can expect to be treated fairly and respectfully. Anyone who knowingly makes false accusations will be subject to appropriate disciplinary action consistent with College policies and procedures.

All reports of sexual misconduct will be handled as privately as possible (not necessarily confidentially) consistent with the College's responsibility to investigate reports and provide an environment free from sexual misconduct.

Emergency Reporting Options

The first priority for any individual suffering sexual misconduct should be personal safety and well-being. Agnes Scott College encourages all individuals to seek assistance from 911, campus or local law enforcement, and/or a medical facility immediately after an incident of sexual misconduct. This is the best option to preserve evidence and the subsequent options available to a victim.

The College will help any Agnes Scott community member get to a safe place and coordinate with law enforcement about on-and off-campus resources as well as options available for investigation and resolution. Agnes Scott Title IX coordinators, Public Safety and other College officials are trained in issues related to sexual misconduct and work cooperatively to prevent, address and remedy sexual misconduct. The college also urges those who have experienced sexual misconduct to preserve any evidence that might be helpful to explain the misconduct such as waiting to wash, bathe, brush your teeth/hair or change clothes until speaking with officials.

Where to Make a Report in the Event of an Emergency

Any of the Following:

Other 24-Hour Resources

Decatur/ Georgia Police Department:

Dial 911

Agnes Scott Department of Public Safety:

404-471-6400

Agnes Scott Wellness Center:

404-471-7100

Day League/Dekalb Rape Crisis Center:

404-377-1428

Grady Rape Crisis Center:

404-616-4861

Report of Sexual Misconduct for Action by Agnes Scott College

All members of the Agnes Scott community are encouraged to promptly report incidents of sexual misconduct. No one should assume that a representative of the College is already aware of any given instance of alleged sexual misconduct. Every College faculty member, Student Life staff member, professional staff and college official who is informed about an allegation of sexual misconduct is required to promptly notify the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff either directly or through their relevant reporting structure. However, College employees who serve in a professional role in which communications are afforded confidentiality under the law (e.g., medical providers, therapists, and professional and pastoral counselors) are not bound by this requirement but may, consistent with their ethical and legal obligations, be required to report limited information about incidents without revealing the identities of the individuals involved, to the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff.

You may report – verbally or in writing – to any of the following campus officials:

Title IX Coordinator

Marti Fessenden

mfessenden@agnesscott.edu

(404) 471-6547

Hopkins Hall 207

Office of the President

Deputy Title IX Coordinator for Faculty/Staff

Karen Gilbert

kgilbert@agnesscott.edu

(404) 471-6435

Hopkins Hall 214

Office of Human Resources

An online sexual misconduct reporting form will be available Fall 2016.

You are encouraged to report sexual misconduct promptly as a substantial delay in reporting may limit the College’s ability to respond effectively.

Individuals can communicate directly with the Title IX Coordinator or the Deputy Title IX Coordinator for Faculty/Staff or the following departments and offices can be contacted to support students concerning any incidents of sexual misconduct:

Students	Faculty and Staff	Third Party Visitors
<ul style="list-style-type: none"> • Public Safety • Residence Life • Health Services • Counseling and Psychological Services (CAPS) • Dean of Students • Academic Advising 	<ul style="list-style-type: none"> • Human Resources • Public Safety • Dean of Students • Dean of the College 	<ul style="list-style-type: none"> • Public Safety • Dean of Students • Dean of the College

Once the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff is notified of a sexual misconduct report they will begin an initial inquiry with due diligence. Reports and complaints of sexual

misconduct 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, thoroughly and impartially investigated and appropriate action will be taken to remedy the problem as expeditiously as possible. In most cases, the investigation will be completed, including any formal proceedings that occur, within 60 calendar days from the time a formal report is initiated. On rare occasions – such as unusual case complexities, parallel criminal proceedings, parties’ or material witnesses’ absence from campus or unforeseen circumstances – a longer length of time may be required.

The College will make every reasonable effort to protect the rights of both Complainants and Respondents. Investigations and procedures undertaken pursuant to this policy are not criminal proceedings but rather institutional disciplinary in nature.

Investigation and Adjudication Procedures

The Title IX Coordinator and/or Title IX Deputy Coordinator for Students will ensure prompt, fair, and impartial investigations and resolutions of complaints alleging violations of this policy. The investigation and adjudication procedures will be conducted by College officials or designees who are trained in investigations including issues related to sexual assault, dating and domestic violence and stalking. No College official with a conflict of interest may take part in any part of the resolution process. The investigation and adjudication proceeding will be conducted in a manner that seeks to protect the safety of victim and promote accountability. Any member of the College community who is found to have engaged in sexual misconduct is subject to disciplinary action up to and including expulsion or dismissal in accordance with this policy and any other applicable College protocol.

Advisors. The Complainant and Respondent may each be assisted by an advisor of choice during any investigative meeting, pre-hearing conference and/or at any time following the filing of a complaint. The advisor may be a mentor, family member, friend, attorney or any other supporter so long as they are not in any way involved in the resolution process, such as serving as a witness. The role of the advisor is to serve as a support for the Complainant or Respondent and not to serve as a representative or advocate in interactions with College officials. The College cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the College is not obligated to provide one.

All advisors are subject to the same campus rules, whether they are attorneys or not. An advisor may not make a presentation or represent the Complainant or the Respondent during any meeting or proceeding and may not speak on behalf of the advisee to the investigators or hearing panelists. The parties are expected to ask and respond to questions on their own behalf, without representation by their advisor. Advisors may confer quietly with their advisees or in writing as necessary, as long as they do not disrupt the process.

Alcohol or Drug Use. The College’s focus during the investigation will be to promptly and effectively address the reported sexual misconduct and not other issues such as violations of the alcohol or drug policy. Agnes Scott College encourages reporting of known or potential sexual misconduct and seeks to remove any barriers to reporting. A person who reports sexual misconduct, either as a Complainant or a third party, will not be subject to disciplinary action for consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not put others at risk.

If a Complainant believes they have suffered sexual misconduct that violates this policy and/or federal or state laws, their options include:

- Invoking both the College’s Sexual Misconduct Policy hearing process and the criminal justice system;
- Invoking the criminal justice system but not the College’s Sexual Misconduct Policy hearing process;
- Invoking the College’s Title IX Sexual Misconduct Policy hearing process but not the criminal justice system; and
- Voluntary informal resolution;

A Complainant may also request not to pursue informal or formal resolution through the College hearing process or through the criminal justice system. If such a request is made, the College may nonetheless be obligated to pursue institutional resolution pursuant to its Title IX obligation.

Initial Inquiry

Following a report of sexual misconduct, the College will, as soon as practicable, conduct an initial inquiry. The initial inquiry will include an explanation of resources and reporting options and processes available to the Complainant as well as an effort to interview the Complainant or person who reported the sexual misconduct (“Reporter”). The initial inquiry will gather further information about the incident in an effort to promptly ensure the well-being of the individuals involved. Following the initial inquiry, the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff will determine if there is reasonable cause to believe this policy may have been violated, thereby triggering further investigation.

Informal Resolution. Following the initial inquiry, the Title IX Coordinator or Deputy Title IX Coordinator may also determine that no further investigation is necessary. By way of example, no further investigation may be necessary when the Complainant or Respondent misunderstood this policy, where no other facts are needed to resolve the issue and/or it is evident that the issue is based upon a lack of communication between parties or other conduct that does not constitute sexual misconduct. This determination, with consent from those involved, may allow the individuals to resolve the matter informally with assistance from a trained mediator or independently. Absent consent from the Complainant and Respondent, the College will not require direct interaction between the parties nor submission to an informal process. An acceptance of responsibility by the Respondent may occur at any time following a report of sexual misconduct and the Respondent should follow the Acceptance of Responsibility procedures defined herein or in the *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol* to record such acceptance.

At any point during the process of informal resolution, any individual who believes they have experienced sexual misconduct may initiate the formal process of investigation and resolution by clearly requesting, in writing or verbally, an end to the informal process and to the start of formal proceedings. Cases of sexual violence are not to be resolved by informal resolution or mediation.

Interim Measures. Upon receipt of a report of sexual misconduct, the College may impose reasonable and appropriate interim measures to protect the parties involved. Interim measures may be imposed regardless of whether formal disciplinary action is sought by the Complainant or the College. A Complainant or Respondent may request a “no contact” measure or other protection, or the College may choose to impose interim measures at its discretion. By way of example, discretionary interim measures may include an escort when needed, assistance with setting up initial counseling appointment, referral to and assistance with police and community resources, rescheduling of assignments or exams in conjunction with faculty, change in classes or class times, an approved “incomplete” or drop without penalty, refunds, transcript adjustments, change in job assignment or schedule, change in on-campus housing; issuance of a “no contact” letter, voluntary leave of absence, provision of academic (such as tutoring) and other support services, and interim suspension or imposed leave of absence.

If an interim suspension is imposed, the Respondent will be given the opportunity to meet with the Title IX Coordinator prior to such suspension, or as soon thereafter as is practicable, to show cause why such suspension should not be imposed. The Title IX Coordinator, in consultation with the Deputy Title IX Coordinator, has sole discretion to implement or stay the interim suspension. **Failure to comply with interim measures may constitute a separate violation of this policy.**

Timely Campus Warning. If a report of sexual misconduct indicates a serious or continuing threat to the Agnes Scott community, the College may issue a campus-wide timely warning (which can take the form of an email to campus and other methods) to protect the health or safety of the community. The timely warning will not include any identifying information about the Complainant. At no time will the College release the name of the Complainant to the general public without the express consent of the Complainant. The release of the Respondent's name to the general public is guided by Georgia law, FERPA and the Clery Act.

Formal Investigation of a Complaint

For all complaints by or against a student, faculty member or employee from which it is determined by the College that a formal investigation is requested or required, the Respondent(s) will receive a Notice of Investigation within two (2) business days of the determination. The Notice of Investigation will include the date of the complaint, the identity of the Complainant or Reporter, the basic allegations of the complaint, the policy which is alleged to have been violated, a statement that an investigation is being undertaken, a statement that the Respondent may have an advisor of choice, and a copy of, or reference to, this policy. If interim measures applicable to the Respondent are warranted, the Notice of Investigation will also identify the interim measures.

The Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff will assign a trained investigator or team of two (2) trained investigators to conduct the investigation. The investigator(s) will conduct a prompt, thorough, fair and impartial investigation. The investigation will include, where feasible, interviews of the Complainant, Reporter (if other than the Complainant), Respondent and material third parties, collection and review of documents or other physical or electronic evidence, and, any other reasonable steps to an investigation. All individuals contacted during the investigation will be advised that the matter is confidential and should not be discussed with anyone. The parties may receive periodic information about the status of the investigation.

While the Complainant and Respondent are encouraged to provide information and suggestions regarding corroborating evidence to the investigator(s), the investigator(s) have complete and full authority as to how the investigation will be conducted. No investigation participant, including the Complainant and Respondent, may engage in any investigative conduct that (i) involves having contact with participants regarding the investigation or (ii) duplicating, influencing or thwarting the College's investigation. Such independent investigation is a violation of this policy and may result in sanctions. Investigations are confidential and parties may be advised to treat them as such. No party however is prevented from sharing information with others necessary to support them or to assist them in presenting their case.

At any time during the investigation, the investigator(s) may recommend that interim measures for the parties or third parties be provided by appropriate College officials.

At the conclusion of the investigation:

- 1) The College will provide an Initial Report of Factual Findings ("Initial Report") to the Complainant(s) and Respondent. This is a confidential document. The parties should not discuss or disclose the contents of this Initial Report with others on campus, with the exception of their advisors.

2) Each party will have two (2) business days to conduct a review of the Initial Report, and to provide a written response. The Complainant(s) and the Respondent shall have an opportunity through a written response to address the facts set forth in the Initial Report to point out anything they contend to be inaccurate. A written response is not mandatory.

- The first business day of this two-day review period will be the business day following the day the Initial Report is electronically provided to the parties.

3) Should either party submit a written response to the Initial Report, the investigators will review and consider the written response within two (2) business days.

4) After considering any written response from the parties, the College will have five (5) business days to provide a written Final Investigative Report to the Complainant and the Respondent. This is a confidential document. The parties should not discuss or disclose the contents of this Final Investigative Report with others on campus, with the exception of their advisors.

The preponderance of the evidence standard will be used by the College and/or investigators for making findings and conclusions in the Final Investigative Report.

The Final Investigative Report will set forth (a) the investigator's findings and conclusions, (b) recommended sanctions, if any, to be taken against the Respondent as a result of the complaint(s), and (c) other measures, if any, to prevent recurrence of any misconduct against the Complainant or others.

5) The parties shall have two (2) business days after receiving the Final Investigative Report to submit a written objection to its conclusions and recommended action, if any, against the Respondent.

6) If neither party objects to the conclusions and recommended action as set forth in the Final Investigative Report, the complaint(s) will be resolved pursuant to that document and the investigation will be closed. There will be no appeal rights if the matter is resolved at this stage.

(7) If an objection is submitted by either party, the matter will be sent to the Agnes Scott College Investigation Board if the Respondent is a faculty member or employee (see *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol*). If the Respondent is a student, the matter will be sent to the Title IX/Conduct Hearing Panel.

- Each party will receive a timely notice of the objection informing them that the Investigation Board or Hearing Panel will be convened as soon as practicable.

Student Acceptance of Responsibility. If the Respondent has not already accepted responsibility or a resolution earlier in the process, within two (2) business days after receipt of the Final Investigative Report, the Respondent has an opportunity to accept or not accept responsibility, as well as the findings and sanctions. The Respondent must inform the Deputy Title IX Coordinator for Faculty/Staff of her/his decision in writing within those two business (2) days. This is the same time period within which the parties may object to the Final Investigative Report. If a student Respondent accepts responsibility and the Final Investigative Report, the complaint(s) will be resolved pursuant to that document and the investigation will be closed. If the Respondent accepts responsibility for the violations but objects to the sanctions, the sanction determination, other than expulsion, is appealable jointly to the Title IX Coordinator and Deputy Title IX Coordinator for Faculty/Staff within two (2) business days from receipt of the report. The Coordinators will decide upon the sanctions and notify the Respondent within five (5) business days of the sanction appeal. The sanction determination of the Coordinators shall be final and

not appealable. If the sanction to which the Respondent objects is expulsion, such objection will be sent to the Conduct Hearing Panel in the same manner as any other objection to the Final Investigative Report. Any time a Respondent accepts responsibility, this notification and objection procedure should be followed.

The Acceptance of Responsibility provision applicable to faculty and employees is contained in the related *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol*.

Hearing Procedures

Standard of Evidence. For all cases, the standard that shall be used to determine whether a violation was committed is **preponderance of the evidence**, i.e., it is more likely than not that sexual misconduct occurred.

Administrative Proceeding

The purpose of this proceeding is to fairly and equitably determine whether the Respondent is **responsible or not responsible** for each alleged policy violation, as well as to determine sanctions.

The hearing will be conducted by a Conduct Hearing Panel trained in Title IX and related issues including, but not limited to, issues related to sexual assault, dating and domestic violence and stalking. The hearing panel will consist of three members of the Vice President for Student Life's Staff ("VPSL") and/or other appropriately-trained College officials as designated by the VPSL. The Chair of the panel shall be appointed by the VPSL, and the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff will serve as advisors to the process. The conduct hearing panel will make the final determination and issue appropriate sanctions.

Hearing Procedure:

- (1) The Complainant and Respondent will be notified of the date, time, and location of the hearing by the Title IX Coordinator. A Complainant may elect not to attend the proceedings with notice to the Title IX Coordinator. If a party does not attend a hearing, for any reason other than an emergency, the hearing may be held in their absence. A request from either party to have the hearing rescheduled, with good cause shown, will be considered by the College. Requests to reschedule must be submitted to the Title IX Coordinator at least seven (7) business days prior to the hearing, whenever possible. Requests must come directly from the individual receiving the Final Investigative Report.
- (2) The hearing generally is closed and typically includes only the Complainant (if they elect to attend), Respondent, key material third parties (only in atypical cases where the hearing panel deems it necessary beyond the information contained in the Final Investigative Report) as well as the panel. The participants may appear sequentially and the Complainant may not be required to appear at the same time as the Respondent, or at all.
- (3) Both parties will be allowed to have one advisor of choice. The advisor(s) may not address the hearing panel or participants.
- (4) Both parties will be given the opportunity to address the Final Investigative Report with the hearing panel. Beyond this opportunity, the manner in which the hearing is conducted and the information considered solely is within the discretion of the hearing panel.
- (5) If the Complainant elects not to attend the hearing, they may address the Final Investigative Report by submitting a written statement prior to the date of the hearing. The Complainant is not required to participate in the hearing but the College's ability to respond to their complaint(s) and remedy the effects may be limited by their decision not to participate in the proceeding.

- (6) The hearing panel may ask questions of any participant and may consider the statements, interviews and any relevant documents or information received during the investigation. All information collected during the investigation will be available to the hearing panel.
- (7) Neither party may directly question the other but each may submit questions to the hearing panel for consideration.
- (8) All participants involved in the proceeding are required to keep the information learned in preparation for the hearing and at the hearing confidential. No copies of documents provided are to be made or shared with anyone. All copies provided must be returned to the College at the conclusion of the hearing and any appeals. Any breach of this duty is subject to further disciplinary action by the College.
- (9) The hearing panel will determine whether the Respondent is responsible for a violation(s) of the College's Title IX Sexual Misconduct Policy. If there is a determination of responsibility, the hearing panel will also determine, after consultation with the appropriate College personnel, any appropriate sanction(s) for the Respondent. The determination will include one or more of the sanctions and/or protective measures identified in this policy and may include the sanction(s) recommended in the Final Investigative Report. The hearing panel will also determine protective measures, if any, appropriate for the Complainant(s) or others impacted in the Agnes Scott College community. The hearing panel shall retain the authority to consider any and all information in the determination of responsibility and in the imposition of sanctions.
- (10) If there is a determination of responsibility, the Complainant(s) may provide to the hearing panel a written impact statement prior to the issuance of sanctions. The impact statement will only be permitted during the sanctioning phase following the determination of responsibility. An impact statement is not required but encouraged by the College.

Notice of Outcome

Within five (5) business days of the conclusion of the hearing, the College will inform the parties of the Investigation Board's decision by electronic transmission of a Notice of Outcome.

The Notice of Outcome to the Respondent will identify (a) the Investigation Board's findings and conclusions, (b) the recommended sanctions, if any, to be taken against the Respondent as a result of the complaint, (c) other measures, if any, to prevent recurrence of any misconduct against the Complainant or others, (d) the opportunity to accept responsibility within two (2) business days, and (e) appeal procedures. The Notice of Outcome to the Respondent will not identify remedial measures or accommodation solely relevant to the Complainant(s).

The Notice of Outcome to the Complainant will identify (a) sanctions or measures, if any, relevant to the Complainant, and (b) appeal procedures. If the Respondent is found responsible for sexual violence, the Notice of Outcome to the Complainant will additionally include all sanctions.

College administrators, faculty or staff who require the information to carry out the disciplinary action and sanction(s) will receive the appropriate information.

Compliance with Title IX and the Clery Act Section 304 (Violence Against Women Act Amendments - VAWA) pursuant to this policy does not violate FERPA.

Sanctions and Protective Measures

Agnes Scott College may impose a broad range of protective measures and/or sanctions following a final determination of a violation of this Sexual Misconduct policy. At any time during the response and resolution process, the factors considered by the College in addition to the facts include any prior

complaints against the Respondent as well as the egregiousness of the behavior in question, whether it was repeated, and whether the Respondent accepts responsibility and expresses remorse.

The variety of factors the College will consider in determining which sanction applies include but may not necessarily be limited to, the nature of the conduct at issue, prior disciplinary history of the Respondent, Respondent's willingness to accept responsibility for her or his conduct, the College's response to previous similar findings and the interests of the College. While disciplinary history alone does not dictate findings and sanctions, such history and prior good faith reports of sexual misconduct, may be considered by the College to satisfy its obligation to identify potential sexual misconduct patterns.

Sanctions and Protective Measures for Students:

Warning: Notice to Respondent that continuation or repetition of conduct found to be in violation of the Title IX Sexual Misconduct Policy and/or Community Standards may result in further disciplinary action.

- **Temporary or permanent separation of the parties:** By way of example only, this may include a change in classes, reassignment of residence, no contact letters and limiting geography where parties may go on campus. There can be additional sanctions for violating orders;
- **Housing restriction(s) for Respondent:** Housing restriction include, but are not limited to, restricted access to any or all parts of residence halls, the loss of room selection/lottery privileges, relocation to another College residential facility, requirement to move on- or off-campus, as appropriate at an individual's own expense, removal of guest privileges, and/or restriction from specific housing options.
- **Assessment and Treatment:** Referral to the Wellness Center or off-campus agency for assessment and/or treatment. This includes, but is not limited to, services from certified programs who offer: counseling for sex offenders, for sexual awareness, and sensitivity, for substance use, for intimate partner violence, and for violence risk.
- **Volunteer/Community Service Requirements:** In addition to other sanctions, a Respondent may be directed to complete community service. There can be additional sanctions for failing to timely complete community service.
- **Restrictions on Participation or Use:** Restrictions on participation include the revocation, or the loss for a stated period of time or under a stated set of conditions, of a student's ability to participate in certain classes or academic endeavors as well as College-approved activities, including, but not limited to, sports, student organizations, or leadership positions with such sports, student organizations, resident assistant, orientation council, etc. Restrictions on use include the denial of access to or use of certain College facilities, programs, or equipment for a stated period of time or under a stated set of conditions.
- **Probation:** A specified period of time requiring maintenance of exemplary conduct. Further violations during this time may result in more serious sanctions than are imposed in the absence of probationary status. During a probationary period, the terms imposed on an organization will also be binding on its members.
- **Interim Suspension from the College:** A student suspended from the College on an interim basis may not participate in classes or other College activities and may not be on College property (except by appointment, arranged in advance with the Vice President of Academic Affairs or the Vice President of Student Life) for the period of time specified in the notice of suspension. At the discretion of the College, the College may arrange alternative academic or other arrangements so that the student may continue their coursework or other obligations during the interim suspension.
- **Suspension from the College:** A student suspended from the College may not participate in classes or other College activities and may not be on College property (except by appointment, arranged in advance with the Vice President of Academic Affairs or the Vice President of Student Life) for the period of time specified in the notice of suspension. Suspension extending beyond

the semester in which action is taken shall consist of units of full semesters, and/or summer sessions. In no case shall the suspension terminate prior to the end of a semester. Courses taken at another institution during this period of suspension will not be accepted for transfer at the College. Conditions for resuming active status on campus following suspension may be imposed by the College. A sanction of immediate suspension will go into effect within 24 hours of receipt of the outcome letter unless otherwise noted in the outcome letter and shall remain in effect throughout any appeal process.

- **Withholding Administrative Services:** Delays in obtaining administrative services and benefits of the College (e.g., holding transcripts, holding grades, delaying registration, delaying or prohibiting graduation, diplomas);
- **Revocation or Withholding of Diploma and Degree:** If a student has graduated from the College, or has otherwise satisfied the requirements for earning a degree, before violations of the Title IX Sexual Misconduct Policy are discovered or before a final determination of violations is complete, the College reserves the right to revoke the diploma and/or degree conferred, or to withhold the conferring of a degree or diploma otherwise earned for a specified period of time or indefinitely.
- **Restitution:** Financial restitution (payments) to any individual(s) who were injured or impacted by the Respondent's conduct;
- **Expulsion:** Permanent termination of student status, which includes exclusion from any College property, College-sponsored, or College-affiliated events. A person expelled from the College is denied the rights and privileges of inclusion in the Agnes Scott College community both as a student and as an alumna. Expulsion will go into effect within 24 hours of receipt of the outcome letter unless otherwise noted in the outcome letter, and shall remain in effect throughout any appeal process. The College also may expel an organization found to be in violation of this policy.

Other: Any other sanctions that relate to the violation or conduct. The College maintains broad discretion to issue sanctions intended to eliminate sexual misconduct, prevent its recurrence, and address its effects.

Failure to timely and fully comply with sanctions or protective measures may constitute a separate violation of this policy.

Student Withdrawal While Charges Pending. The College does not permit a student to withdraw if that student has an allegation pending for violation of this policy without the express written permission of the Title IX Coordinator. Should a student decide to leave and/or not participate in the resolution, the process will nonetheless proceed in the student's absence to a reasonable resolution and that student will not be permitted to return to the College unless all sanctions have been satisfied. The student will not have access to an academic transcript until the allegations have been resolved.

Student Appeal Process

The parties may appeal the Notice of Outcome by submitting a written notice within two (2) business days of its receipt. The first business day of this two-day review period will be the business day following the day the Notice of Outcome is electronically provided to the parties.

All protective measures or accommodations imposed or maintained by the hearing panel will be in effect during the appeal process.

An appeal may be based on one of the following grounds:

- a) The existence of new facts that (i) were not available throughout the investigation and adjudication process, and (ii) may have materially affected the hearing panel's decision if they had been available at the time of the investigation and adjudication;
- b) Evidence that procedures set forth here (i) were not followed, and (ii) that the failure to follow these procedures may have materially affected the hearing panel's decision;
- c) That the sanction imposed was outside the range of sanctions authorized by the Agnes Scott College Sexual Misconduct Policy or related *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol*; and/or
- d) That legal rights as provided to a party by Title IX or other applicable law were violated.

When expulsion is recommended by the hearing panel, the Respondent may appeal the decision to the President of the College. The President, or their designee(s), shall conduct the final appeal. The appeal must be in writing, addressed to the President of the College, and be delivered to the Title IX Coordinator or Deputy Title IX Coordinator for Faculty/Staff within five (5) business days from receipt of the Notice of Outcome.

The appeal of expulsion may be based only on the following grounds:

- a) The existence of new facts that (i) were not available throughout the investigation and adjudication process, and (ii) may have materially affected the hearing panel's decision if they had been available at the time of the investigation and adjudication;
- b) Evidence that procedures set forth here (i) were not followed, and (ii) that the failure to follow these procedures may have materially affected the hearing panel's decision;
- c) That the sanction imposed was outside the range of sanctions authorized by the Agnes Scott College Sexual Misconduct Policy or related *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol*;
- d) That the expulsion sanction is irrationally excessive and without basis for the violation(s); and/or;
- e) That legal rights as provided to a party by Title IX or other applicable law were violated.

No other issues may be included within an appeal.

If the student Complainant or Respondent appeals any sanction other than expulsion, the appeal must be timely received in-person or electronically by the Title IX Coordinator, Marti Fessenden, mfessenden@agnesscott.edu or in her office located in Hopkins Hall:

- Title IX Coordinator will then review the written appeal to determine its timeliness and whether it raises one of the permissible grounds for appeal as set forth above.
- If the Title IX Coordinator determines that the appeal is untimely or that it has not raised a permissible grounds for appeal as set forth above, the appeal will be rejected and the Notice of Outcome from the proceeding will be rendered final.
- If the appeal is timely and it has raised a permissible grounds for appeal, the Vice President for Student Life or designee shall review the appeal (to include the Final Investigative Report, Notice of Outcome and sanctions to be imposed), and, may review any documents or statements presented throughout the investigation and adjudication process.
- The Vice President for Student Life or designee may accept, reject, or modify the finding and/or sanctions based upon one or more of the permissible grounds for appeal. (The Title IX Coordinator retains the authority to monitor the appeal decision solely for compliance purposes.)

- The Vice President for Student Life or her designee will communicate their decision, in writing, to the Title IX Coordinator, who will forward the decision to the Respondent and the Complainant.
- The appeal decision shall be final.

If a faculty member or employee Respondent appeals, the appeal will be to the President of the College and the appeal procedures are governed by the related *Sexual Misconduct and Other Unlawful Discrimination and Harassment Protocol*.

Failure to comply with policy procedures may constitute a separate violation of this policy.

Final Report and Documentation

Upon completion of a sexual misconduct investigation and related proceedings which does not involve faculty or employees, the file containing all documentation relating to the Complaint will be maintained in the Office of the Title IX Coordinator in a separate confidential file. If the investigation and proceedings involve faculty or employees, the file will be maintained in the Office of Human Resources in a separate confidential file unless directed by sanction to also be maintained in the faculty member or employee's personnel file. The files will be maintained confidentially except to the extent the College's obligation pursuant to FERPA and its obligation to investigate future reports of sexual harassment under Title IX. Identifying information of the Complainant will be safeguarded consistent with the College's obligation under law.

As required by law, Agnes Scott College Public Safety Department collects and annually reports statistical information concerning sexual misconduct that occurs within its jurisdiction.

Policy Revision

These policies and related procedures will be reviewed and updated periodically by the Title IX Coordinator. The College reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect. The College may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules, school closures, etc. The Title IX Coordinator may also vary procedures materially with notice (on the College web site, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of the resolution will apply to resolution of incidents, regardless of when the incident occurred. Policy in effect at the time of the offense will apply even if the policy is changed subsequently but prior to resolution, unless the parties consent to be bound by the current policy. If government regulations change in a way that impacts this document, this document will be construed to comply with government regulations in their most recent form.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such codes generally.

Policy Date

Revised July 20, 2016.

Appendix A: Resources Directory

Agnes Scott College is committed to providing a safe and inclusive space for its community members. If you or someone you know may have experienced any sexual harassment or misconduct, please search for immediate assistance. Remember you can always **dial 911** for the Decatur Police Department.

Campus Resources	Off-Campus Resources
<p>Agnes Scott Public Safety Open 24/7 for emergency Emergency: 404-471-6400 Monday – Friday, 8:30 am – 4:30 pm (non-emergency) Non-emergency: 404-471-6355 ascpolice@agnesscott.edu</p> <p>Wellness Center Non-emergency: 404-471-7100 Monday – Friday, 9:00 am – 4:30 pm (August 1st – May 31st)</p>	<p>DeKalb Medical Center – North Decatur Campus Open 24/7 404-501-1000 2701 North Decatur Road Decatur, GA 30030</p> <p>Day League/DeKalb Rape Crisis Center 24/7 Crisis Hotline: 404-377-1428 Office Line: 404-377-1429</p> <p>Emory University Hospital Open 24/7 404-712-7100 1364 Clifton Rd NE Atlanta, GA 30329</p> <p>North Atlanta Urgent Care 404-327-8744 2700 Clairmont Road Atlanta, GA 30329 Monday – Thursday, 9:00 am – 8:00 pm Friday, 9:00 am – 7:00 pm Saturday – Sunday, 10:00 am – 6:00 pm</p> <p>Rape, Abuse & Incest National Network www.rainn.org (online anonymous support chat available) 800.656.HOPE (4673)</p>

Appendix B: Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. Only those who commit sexual violence are responsible for those actions. The tips below are offered with no intention to victim-blame, with recognition that these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor “NO” clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.

- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Give thought to sharing your intimate content, pictures, images and videos with others, even those you may trust. If you do choose to share, clarify your expectations as to how or if those images may be used, shared or disseminated. Whether you share your expectations or not, no one may assume they have permission to share your intimate content with others.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

- Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
- Understand and respect personal boundaries.
- **DON'T MAKE ASSUMPTIONS ABOUT CONSENT**; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. Your partner's consent should be affirmative and continuous. If there are any questions or ambiguity then you DO NOT have consent.
- Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
- Don't take advantage of someone's drunkenness or altered state, even if they willingly consumed alcohol or substances.
- Realize that your potential partner could feel intimidated or coerced by you. You may have a power advantage simply because of your gender or physical presence. Don't abuse that power.
- Do not share intimate content, pictures, images and videos that are shared with you.
- Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
- Silence, passivity, or non-responsiveness cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

Appendix C: What does consent really look like?

For Agnes Scott Students, consent is:

- **VOLUNTARY.** This means it is enthusiastic, sober, creative, wanted, informed, mutual, honest, and verbal agreement!
- **NOT COERCED.** It is not, "Oh...come one girl" or "I thought you wanted this" Consent is an active, clear, ongoing mutual agreement.
- **IMPORTANT.** For sexuality and sex to be enjoyed and healthy, consent is central.
- **THE ABSENCE OF "NO" DOES NOT MEAN YES! SILENCE IS NOT CONSENT.** Both or all people should be involved in the affirmative decision to have sex.

- **ONGOING.** Consent must be asked for every step of the way; if you want to move to the next level of sexual intimacy, **just ask**.
- **NEVER IMPLIED.** Consent cannot be assumed. *Even if you are in a relationship*, you should not assume you have permission to have sex with your partner.
- **NOT GIVEN WHILE INTOXICATED OR WITHOUT CLEAR JUDGMENT.** If you are too drunk or mentally altered to make decisions or communicate clearly, cannot legally give consent!

Consent is sexual permission. In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing, conscious and voluntary consent prior to and during sexual activity. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don't. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Previous consent does not imply consent to sexual activity in the future. Silence or passivity – without actions demonstrating permission – cannot be assumed to show consent. Consent, once given, can be withdrawn at any time. There must be a clear indication that consent is being withdrawn.

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Consent can be powerful, intimate, sensual and sexy! Consent is the only legal way you can see, touch, or have sex with someone's body.

- Consent levels the balance of relationship power.
- Obtaining consent acknowledges that you and your partner(s) have sexual needs and desires: Yes, it is okay for women and men to both want and enjoy sex!
- Learning how to get and give consent builds confidence and self-esteem.
- Consent allows each partner to communicate the type of sex or sexual relationship they want.
- Consent affirms your and your partner's values and beliefs about intimacy and sex.
- Consent builds communication. It enhances communication, respect, and honesty, which make sex and relationships better.
- Consent promotes positive views on sex and sexuality that can last a lifetime.
- Consent helps with protecting your partner and yourself against pregnancy and sexually-transmitted diseases.

AWKWARD now saves potential regret, misunderstandings, accusations, charges and conflicting views of whether consent was given later.

How do you know if you've obtained consent or given consent?

The only way to know if someone has given consent is if they tell you. ASK FOR or GIVE CONSENT CLEARLY. One of the best ways to determine if someone is uncomfortable with any situation, especially with a sexual one, is to simply ask. Here are some examples of the questions you might ask:

- Are you okay with this?
- I'm so attracted to you, are you okay if I ____?
- Are you comfortable?
- Are you cool if I touch you?
- Is there anything you don't want to do?
- Can I touch you? Can I kiss you?
- What do you want to do with me?
- Have you ever...? Would you like to try it with me?
- We can stop here or do you want to go any further?
- Do you want to stop?

INSIST UPON THESE QUESTIONS or similar ones so you can clearly GIVE CONSENT. USE THESE QUESTIONS or similar ones to be clear you have OBTAINED CONSENT.

Interested or curious but things are moving too quickly?

If you are enjoying your partner but starting to feel uncomfortable, you *always* have the right to slow things down or stop. Here are some things you could say to let your partner know that you don't want to go any further:

- I don't want to go any further than kissing, hugging, touching, lying down – whatever you are comfortable with.
- I want to just do this for a while. Can we just do this for a while?
- I want to stay like this for a while? Can we stay like this for a while?
- I'm cool with this but I don't want to do anything else.
- Can we slow down?

Below are some things you can say or do if you want to stop:

- No
- I want to stop
- I'm not comfortable doing this anymore
- That's enough for now
- I need to go to the bathroom

KNOW THE CLUES. Non-verbal communication can be a powerful way to show that you do not have consent. Look for these:

- Not responding to your touch.
- Twisted or moving their body to move your hands away.
- Pushing you away.
- Holding their arms around their body.

- Turning away from you or hiding their face.
- Stiffening muscles.
- Tears.

THE ABSENCE OF NO DOES NOT MEAN YES.

“I was so out of it.” - Alcohol, Drugs & Consent. If someone is drunk or “wasted,” including you, they cannot give consent.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. Alcohol and other drugs can affect a person’s ability to make decisions, including whether or not they want to be sexual with someone else. It also impairs the ability to give consent and one’s ability to accurately interpret whether the other person you’re with is capable of giving consent. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. “No” always means “No,” and “Yes” may not always mean “Yes.” Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a “no.”

It is no secret that sexual perpetrators use alcohol or drugs to target others, and to excuse their own behavior. Research shows that alcohol does not cause someone to be abusive. Sexual violence and assault is about power and control, not the result of alcohol usage.

Appendix D: Sexual Misconduct Examples

Scenario 1

Sarah is an Agnes Scott student who decided to have a fun night on campus at the biggest party of the year, Red Light, Green Light with her friends. Sarah drinks heavily before reaching the party, and also has some drinks once she gets there. She meets a guy, Nathan, and they dance together for most of the night. Nathan notices that Sarah has slurred speech, stumbles at moments, and needs him to help her to stay balanced. By the end of the night, Nathan and Sarah have been flirting for a few hours and Nathan accompanies Sarah to her dorm room. Although Sarah is incoherent and unresponsive, Nathan has sex with Sarah. The next morning, Nathan is nowhere to be found and Sarah does not remember what happened.

Scenario 2

Shawna and Melissa have been dating since their first year at Agnes Scott. Now juniors, they have consented to having sex with one another many times. One night after a Judicial Board meeting, Shawna is tired and ready to go to bed. Melissa begins to touch Shawna in an attempt to have sex, but Shawna tells her she is not in the mood. Melissa figures that she can put Shawna in the mood and continues to touch her. Again Shawna tells Melissa she doesn’t want to have sex, but Melissa continues.

Scenario 3

Leah is a friendly first-year at Agnes Scott and just created a Facebook account since enrolling. She constantly searches for Agnes Scott students, faculty, staff, and alumnae to add to her increasing friend list in an attempt to make connections with people. One day, she adds one of her professors. After class in the following week, the professor tells Leah that she had some really nice pictures on Facebook from her summer in Jamaica. He exclaims that she looks really good in a swimsuit. He offers to take some pictures of Leah because he is into photography as he puts his hands around her waist. Leah is uncomfortable and doesn’t know what to say as her professor kisses her on the neck.

Scenario 4

Julia is a first-year dating a senior at Agnes Scott. She tells her friends frequently about the sexual exploits of her very experienced girlfriend, but the claims are so outrageous that Julia's friends do not believe her. To prove it, Julia sets up a camera in her dorm room and lures her girlfriend into the room. They engage in sexual intercourse while the camera is filming. The girlfriend never saw the camera and was not aware that she was being filmed. Julia uploaded the video to "Overheard at Agnes" on Facebook for everyone to see.

Policy on Reporting Suspected Misconduct (Whistleblower Policy)

Agnes Scott College is committed to living honorably and to providing members of the campus community with "opportunities for ethical reflection, deliberation, and action."⁴ In line with this commitment, the college expects all employees to perform their duties in accordance with applicable laws and regulations, college policy and procedures and high ethical standards. It is committed to compliance with all applicable laws and regulations and seeks to promulgate and administer college policies and procedures that faithfully apply such laws and regulations. A culture of compliance promotes ethical practices and creates a foundation for the honorable treatment of all members of the college community and those who conduct business with the college.

1. Purpose

The purpose of this policy is to encourage and enable good-faith reports by college employees and others of observed or suspected misconduct or noncompliance with law or with college policies and procedures.

2. Scope

This policy is intended to encourage and enable employees and others who have good-faith serious concerns about misconduct, including violations of law, regulations or college policies and procedures or other conduct ("misconduct") to raise them with the college before seeking external resolution. This policy is not intended to supplant, but rather to complement and supplement, existing college policies. It thus does not affect any rights, responsibilities or procedures set forth in other college policies addressing misconduct. For example, complaints or grievances such as those regarding discrimination or harassment, other personnel and employment matters, academic and disciplinary matters, academic freedom, research misconduct and other matters as to which there are specific college policies should ordinarily be made and addressed in accordance with the college policies applicable to such matters and applicable law.

3. Reporting Responsibility

Each member of the college community shares responsibility for stewardship of college resources and compliance with laws and policies. Therefore, college faculty, staff and students are encouraged to report, in accordance with this policy, any misconduct by college employees or actions of other parties that may result in financial loss or other harm to Agnes Scott College of which they may become aware. For purposes of this policy, a Reporting Person is any employee or student who makes a report under this policy.

⁴ Engaging a Wider World: The Agnes Scott College Strategic Plan for 2014, page 5.

4. Guidance on Reporting

An employee who has a question about the propriety of any practice under college policies or procedures should ordinarily seek guidance from his or her supervisor or a college official with compliance oversight responsibility for the particular policy or procedure. An employee may also seek guidance from the vice president for business and finance or the director of human resources.

5. Confidentiality

A Reporting Person may request that a report made under this policy be handled as confidentially as possible under the circumstances. Although the college will endeavor to handle all such reports with discretion and due regard for privacy, other obligations and considerations may preclude the college from maintaining confidentiality in all circumstances.

6. Anonymous Reports

A Reporting Person may make an anonymous report. However, it should be understood that any investigation may be hampered or be impracticable if the Reporting Person cannot be identified and questioned about the allegations and related facts.

7. Persons to Whom Reports May Be Made

A Reporting Person ordinarily should report suspected misconduct to his or her immediate supervisor. If the Reporting Person feels it is inappropriate to report to an immediate supervisor, the Reporting Person should raise the issue with another person with supervisory authority, such as his or her manager, department chair, VPAA, director or the college officer or official responsible for overseeing compliance with the policy or procedure at issue. If a Reporting Person believes further reporting is appropriate, a written report under this policy may be made to the following offices:

Reports about a staff member may be filed with the college's Office of Human Resources, Attn: director of human resources.

Reports about a faculty member may be filed with the Office of Academic Affairs, Attn: vice president for academic affairs and dean of the college.

Reports about a student may be filed with the Office of the Dean of Students, Attn: vice president for student life and dean of students.

Reports involving the president, a vice president or a trustee of the college, or any report concerning accounting practices, finances, internal controls, inappropriately managed conflicts of interest and/or auditing may be submitted to the chair of the Audit Committee of the Agnes Scott College Board of Trustees, by submitting the report, in an envelope addressed to the Chair of the Audit Committee, to the Office of the Secretary of the Board or, if the individual prefers, directly to the chair of the Audit Committee. Reports submitted in this manner will be delivered to the chair of the Audit Committee for evaluation.

8. No Retaliation

No individual who in good faith reports a violation or suspected violation shall thereby suffer harassment, retaliation or adverse employment and/or academic or educational consequences. An employee who

retaliates against someone who has made a report in good faith under this policy is subject to disciplinary action, up to and including dismissal from the college. Individuals who believe they have suffered retaliation may report it to one of the reporting venues identified above.

Reports made in bad faith or with knowledge of their falsity may subject individuals to disciplinary or other appropriate action. Making a report under this policy shall not insulate an individual from personnel or other actions that are warranted based on performance or other factors and are not caused by the making of a complaint under this policy.

9. Document Retention

The Office of the Vice President for Business and Finance will document the processing and, as appropriate, resolution of reports made under this policy and shall retain such documents in a secure location.

10. Resolution of Reports of Misconduct

Reports of misconduct submitted to members of the campus administration listed in section 7 of this policy shall be reviewed by the president in consultation with the other officers of the college. The college officers will decide on a course of action to investigate and resolve the matter in accordance with applicable college policies and procedures and will take corrective action as warranted.

Reports submitted to the chair of the Audit Committee of the Board of Trustees shall be reviewed by the Audit Committee in executive session. The Audit Committee shall exercise discretion in determining whether to conduct further review, initiate an investigation, refer the matter to a college office or take other steps as warranted.

When a case has been resolved, a brief report on its resolution shall be shared with appropriate individuals or departments as well as with the Reporting Person. An annual report on all cases submitted to college officers under this policy shall be shared with the Audit Committee.

The vice president for business and finance is responsible for implementing this policy. Ultimate responsibility for oversight of this policy rests with the Audit Committee of the Board of Trustees.

APPROVED by the BOARD OF TRUSTEES OCTOBER 28, 2011

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.

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.

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 digital strategist 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 Graphic 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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