ECKERD COLLEGE

FACULTY HANDBOOK

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CHAPTER ONE

THE COLLEGE

The decade following World War II was marked by a national concern for the expansion of higher education. Members of the Presbyterian Church observed a clear need for a college, innovative in character and superior in academic quality, located in Florida. Thus, Eckerd College was founded in 1958, under its original name, Florida Presbyterian College. In 1960, the College welcomed its first class of 155 students and a faculty of 22.

Today, the only national private liberal arts college in Florida, with more than 1,900 students and nearly 150 faculty, Eckerd College remains true to its founding vision, that the finest undergraduate liberal arts education must provide an in-depth, innovative, and individualized intellectual, emotional, social, and spiritual engagement with knowledge of both the self and the world. This commitment to educating the whole person earns for Eckerd College the admiration and affection of students, parents and alumni, and inclusion in Loren Pope's *Colleges That Change Lives*.

One of the hallmarks of Eckerd College is a strong sense of personal responsibility and commitment to shared values. We know who we are as an institution. We are an inclusive community that values diversity, and we seek to reflect that value in our governance, enrollment, hiring, curriculum, and outreach efforts to the local community. We are a community of lifelong learners, global travelers, and creative pioneers, and we seek to foster that sense of engagement both in our programming and in the physical structures and campus spaces we inhabit. We are a community that holds itself accountable and takes seriously our mission to produce engaged citizens, and we seek to ensure that our students' understanding of citizenship and responsible engagement at the local and national levels begins here.

Located on 188 acres of waterfront property in St. Petersburg, we take advantage of our spectacular mile of campus waterfront along Florida's Gulf Coast for outdoor laboratories in biology, marine science, and environmental studies as well as for an impressive array of intramural, club, and intercollegiate sports and water recreation. Our new visual arts building, theatres, music rooms, laboratories and classrooms host offerings in the sciences, arts, and humanities that inspire creativity and foster critical thinking and self-awareness. Every year, a significant number of our students travel with their faculty leaders outside the U.S. to some 40 countries for research and cultural learning, including our own dedicated study center in London. And we venture together in the Eckerd experience to think outside the conventional questions, methods and solutions, seeking to build a better world.

For a full history of Eckerd College, please visit the Eckerd through the Years webpage. (https://www.eckerd.edu/about/mission/)

The Mission
In 2016, the Board of Trustees approved the following as the College's official mission statement:

> The mission of Eckerd College is to provide excellent, innovative undergraduate liberal arts education and lifelong learning programs in the unique Florida environment, within the context of a covenant relationship with the Presbyterian Church (U.S.A.).
>
> Approved by the Board of Trustees
> May 21, 2016

Charter and By-Laws
The Articles of Reincorporation (Charter) and Revised By-Laws of Eckerd College are published separately and can be found on the College's webpage. See https://www.eckerd.edu/president/bot/

Board of Trustees
Copies of the complete listing of the Board of Trustees membership and committees are available on the College's webpage. See https://www.eckerd.edu/president/bot/

Organizational Chart
See https://www.eckerd.edu/wp-content/uploads/2015/09/EckerdCollegeOrgChart.pdf for the College's organizational chart.

FACULTY ORGANIZATION

Faculty Meetings
Privileges and restrictions of participation in faculty meetings are as follows:

Membership: Voice and vote are given to

- all full-time faculty members and full-time administrators with faculty rank;
- the four Eckerd College Organization of Students (ECOS) officers: president, vice president, and directors of academic and financial affairs, except on votes to confer degrees, elect faculty representatives, approve academic policies and programs, and other matters that affect only the life of the faculty.

Privilege of the floor is extended to

- Part-time faculty.
- Staff members holding the following positions: Vice President for Enrollment Management and Dean of Admissions, Director of Global Education, Registrar, Vice President for Finance, Vice President for Advancement, College Chaplain, Dean of Students, Associate Deans of Faculty, and Assistant Deans of Faculty.

Staff members not included above are welcome to attend faculty meetings and, with the permission of the Chair, have the privilege of the floor.

Rules for Faculty Meetings

1. The faculty meets regularly at a specified time.
2. Other meetings may be called by the President, Faculty Coordinating Committee, or a group constituting at least 25 percent of the faculty. Such meetings may be held to discuss only matters of pressing import; routine business will not then be conducted. The time and the purpose of the meeting must be announced at least 48 hours in advance of the meeting time.
3. Only a meeting at which a quorum is present may conduct official business. A majority of voting members constitutes a quorum.
4. The Faculty Coordinating Committee will appoint a member of FCC to preside over faculty meetings.
5. Copies of resolutions to be presented to the faculty for approval are to be distributed to the faculty 48 hours in advance of the meeting when they are to be offered.

Faculty Handbook
The Faculty Handbook is the guiding document for the roles and responsibilities of the Eckerd College Faculty. This Handbook includes guidelines regarding standing committees, requirements for tenure and promotion, and details about the academic program, in addition to information on other College policies.

This Handbook is a living document, subject to regular review and revision by the Faculty. The Faculty Coordinating Committee will maintain a working document of the Handbook, which is shared with the Associate Dean of Faculty, who has purview over the official version of the Handbook, published on the Dean of Faculty webpage.

In consultation with the Dean of Faculty, FCC can request editorial changes to be made to the Handbook without the requirement of a full vote of the Faculty. These changes would include, among others, grammatical clarifications, updates of position titles, reorganization of sections, removal of redundancies, and revisions to descriptions of Offices approved elsewhere.

Substantive changes to the Handbook require a vote of the full Faculty. FCC will draft proposals for changes to the Faculty Handbook to be brought to the full Faculty for a vote. No less than 48 hours prior to a vote, the Faculty will be provided a document containing both the original Handbook language and the proposed changes.

Changes and revisions that pass Faculty vote will be sent promptly by FCC to the Associate Dean of Faculty. The Official Handbook will be updated at least twice annually, in May and December. The month and year of the current version is noted on the cover page of the Handbook.

Faculty Marshal
The role of the faculty marshal is limited to a tenure of one academic year, and the selection of the faculty marshal for the following academic year is made during March by a single upper-division collegium, the electing collegium to rotate on an alphabetical sequence, beginning with the Behavioral Sciences Collegium for the academic year 1977-78. The faculty marshal acts as marshal for the commencement in the spring.

COLLEGIAL AND DISCIPLINARY ORGANIZATION

All Eckerd faculty are affiliated with a discipline; in turn, disciplines are organized into collegia.

A **discipline** consists of a specialized group of faculty members designated by the Dean of Faculty to supervise and deliver a major or minor which has been approved by the Educational Policy and Program (EP&P) Committee. While a discipline is defined in terms of its shared specialization, a discipline may also be responsible for an interdisciplinary major or minor in which faculty collaborate across different disciplines or collegia.

A **collegium** facilitates connections among faculty members who share common academic and pedagogical interests. Collegia are also an administrative unit, led by a chair, made up of disciplines that generally share common academic fields, methods of study, and/or outcomes.

Different procedures govern how individual faculty members may associate with or change collegia, in contrast to how a discipline is assigned to a collegium.

Collegial Affiliation - Faculty
Each faculty member is a regular member of one upper division collegium. This determination of collegial affiliation is made by the Dean of Faculty in consultation with College Council. Faculty members have full voting privileges in their collegium of primary affiliation.

A faculty member may become an associate member on a yearly basis of another collegium by a majority vote of the faculty of the collegium. The associate member may attend meetings, receive mail and participate in the activities of the collegium. Faculty associate members may be awarded full voting privileges in the associate collegium's governing body by a favorable 2/3 vote of the faculty members of the collegium.

Allocation of funds to a faculty member comes through the faculty member's primary collegium except those mentorship or instructional costs arising through associate membership in another collegium. These costs are borne by the associate collegium.

To change primary collegial affiliation a faculty member must petition the Dean of Faculty. The Dean of Faculty will seek the advice of the collegium the faculty member is leaving and the collegium the faculty member is seeking to join. After considering the advice of the two collegia and College Council, the Dean of Faculty will accept or deny the change of affiliation. If either collegium or the faculty member is dissatisfied with the decision of the Dean of Faculty, they may seek a hearing with the Faculty Coordinating Committee. The Faculty Coordinating Committee will forward its advice to the President who will make the final decision.

Collegial Affiliation - Administrators with Faculty Status

An administrator with faculty status may become an associate member of a collegium on a yearly basis by a majority vote of the faculty of that collegium. The professional staff member with faculty status may be awarded full voting privileges in the collegium's governing body by a favorable 2/3 vote of the faculty members of the collegium.

Collegial Affiliation - Administrative and Other Staff
An administrator or other staff member may become an associate member of a collegium on a yearly basis by a majority vote of the faculty of that collegium. The associate member may attend meetings, receive mail and participate in activities of the collegium, but will not have voting privileges.

Collegial Affiliation - Disciplines
Each discipline belongs to a specific collegium. While faculty members within a discipline may affiliate with more than one collegium, a discipline is assigned to a single collegium.

A change to a discipline's collegial affiliation is effectively a change to the College's collegial structure, which potentially impacts resources as well as recruitment and retention efforts. As a result, this decision requires the consultation of both faculty and College entities beyond the academic program. Changing a discipline's collegial affiliation requires the follow steps:
- Members of the discipline must petition the Dean of Faculty in writing. The Dean of Faculty will discuss the request with all members of the discipline and the two Collegial Chairs involved.
- The Dean of Faculty will evaluate the request and may then refer the petition to College Council.
- College Council will discuss the petition and then vote on whether to advance the petition to EP&P or dismiss it.
  - A two-third majority is required to advance the petition.
- EP&P will discuss the petition and then vote on whether to advance the petition to the faculty or dismiss it.
  - A two-third majority is required to advance the petition.
- If advanced by EP&P to the faculty, the faculty will vote on whether to recommend this change to the President.
  - The faculty recommendation requires a two-thirds majority to be advanced to the President.
  - To take effect, the recommendation requires the approval of the President and the Board of Trustees.

The Six Collegia

Behavioral Sciences Collegium
Members of the Behavioral Sciences Collegium believe that the urgent problems of today— racism, gender discrimination, climate change, overpopulation, world hunger, poverty, and inequality—are problems of human behavior. Therefore, there is much to be gained by developing methodological and conceptual tools to understand both individual and collective behavior. Students will encounter quantitative techniques for analyzing data in a statistical methods course. Majors are available in business administration, economics, environmental studies, international relations and global affairs, management, political science, psychology, and sociology.

Comparative Cultures Collegium
The Comparative Cultures Collegium seeks to promote an understanding of the breadth of human cultural diversity through the study of global languages, area studies, study abroad, and related disciplines. The Collegium fosters global citizenship through initiatives that build bridges across cultures. Subjects of study in the Comparative Cultures Collegium include Anthropology, Environmental Studies, International Business, International Studies, Marketing, and Global Languages including Arabic, Chinese, French, Italian, Japanese, and Spanish.

Creative Arts Collegium
The Creative Arts Collegium is dedicated to promoting the development of creativity in each person and the integration of the intellectual, physical, emotional, and spiritual dimensions of the self. Sharing a belief in the value of experiential learning, members of the Collegium recognize that students learn as much through experiencing the creative process as in the completion of a product. The majors in the Creative Arts Collegium include art, music, theatre, creative writing, interdisciplinary arts, communication, and human development.

Foundations Collegium
The purpose of the Foundations Collegium is to provide a smooth and satisfactory transition for students from high school to college and to oversee the first- and fourth-year general education curricula. Components of the first-year program include

Autumn Term, Human Experience, and the First-Year Experience (FYE) seminar. The program has a dual emphasis: one on basic skills and the other on contemporary and personal values. The chair is responsible for coordinating the interdisciplinary team-taught Human Experience and FYE seminars and the administrative functions related to the freshman year. The chair works with a course director to coordinate Imagining Justice, the team-taught senior general education course.

Letters Collegium
The Letters Collegium is dedicated to understanding more fully what it means to be human and to critiquing ourselves, our institutions, and our world based on the investigation of events, artifacts, texts, and works of art. A shared focus is the development of skills in close reading, analysis, critical thinking, interpretation, and written and oral expression. Majors in the Letters Collegium include American studies, humanities, philosophy, religious studies, classics and ancient studies, literature, comparative literature, history, East Asian studies, women's and gender studies, and film studies.

Natural Sciences Collegium
The Natural Sciences Collegium strives to educate students in the scientific method and the important ideas of contemporary science, and to impart an understanding of the social, economic, and ethical implications of scientific discoveries. The Collegium emphasizes the development of the skills of observation, measurement, experimental design, problem solving, research, and the study of the principles and concepts that are necessary for successful scientific investigation. Majors in the Natural Sciences Collegium include biology, chemistry, biochemistry, computer science, physics, math, geosciences, and marine science.

(For Collegia membership and governance structures, please see the Appendix.)

DUTIES OF COLLEGIAL CHAIRS

The Dean of Faculty appoints the collegial chairs upon recommendation of the collegia. The chairs of the collegia are responsible for the administration of the academic programs of their respective collegia and constitute an important conduit for the expression of the concerns of the members of the collegia, both faculty and students, to the Dean of Faculty. Chairs are responsible to the Dean of Faculty for the quality and continual development of the programs which the collegia conduct or in which several collegia collaborate. Coordinators of programs such as management, history, etc. have every right to confer with the Dean of Faculty concerning their programs, but are expected to maintain continuous collaboration with the chairs of the collegia within which their programs principally fall.

The collegial chairs constitute the College Council which is chaired by the Dean of Faculty. The Dean of Students, the Associate Dean of Faculty Development, and the Associate Dean of Faculty serve on the committee in an *ex officio,* non-voting capacity. The College Council meets regularly to approve proposals for new courses subject to review by the Educational Program and Policy Committee and to advise the Dean of Faculty on various academic matters.

Collegial chairs are responsible for the moral and academic excellence of work conducted by the professors who are members of the respective collegia, for the effectiveness of the processes developed by the collegium, for acting as a sub-committee of EP&P to approve new courses, for the assignment of professors to courses, and for continued conference with professors about the evolution of their interests as reflected in course offerings.

Upon designation by the Dean of Faculty, a collegial chair becomes responsible for recommending the membership for a search committee. Since search committees are often intercollegial, conference among collegial chairs on their composition is normal. (See Procedures for Selection of Faculty Members.)

Collegial chairs, in consultation with Discipline Coordinators, are responsible for the evaluation of part-time and visiting faculty members, and for making recommendations regarding continuing or discontinuing such appointments to the Dean of Faculty.

Collegial chairs are responsible for devising procedures for budgetary administration and supervision appropriate to the particular needs of the collegium, and for all other matters pertaining to the progress and welfare of the collegium.

The collegial chair formulates the budget of the collegium. It is also the responsibility of the College Council to participate with the administration in establishing financial priorities relative to the allocation of funds to all areas of the college's

operations, with particular attention to the effects of the allocation on the academic program; in all stages of the preparation and readjustment of the annual budget; and in the development of long-range financial plans. The Dean of Faculty delegates responsibility for administering collegial budgets, after their adoption, to the collegial chairs.

Collegial chairs serve for a term of two or three years (determined by the collegium); terms may be renewed at the discretion of the appropriate collegium and the Dean of Faculty. During the period of service as chair of a collegium, a professor normally teaches three courses per year.

RESPONSIBILITIES OF DISCIPLINE COORDINATORS

Discipline coordinators are appointed annually by the Dean of Faculty on the recommendation of the discipline and the collegial chair. The responsibilities of the coordinator are to see that the following are accomplished:

1. Coordinate the planning of the discipline curriculum--the course offerings, the staffing and schedule--and inform the collegial chair and Registrar by the appropriate deadlines.

2. Coordinate the discipline's planning for adjunct staffing needs, and advise the collegial chair and Dean of Faculty in response to requests from the Office of the Dean of Faculty.

3. Ensure the effective and timely assessment of the major in accordance with the policies and practices of the Educational Assessment Committee.

4. Monitor the discipline budget in conjunction with the collegial chair, and advise the chair of budgeting needs in a timely fashion.

5. Coordinate the mentoring of student associates in the discipline in conjunction with the collegial chair, with particular attention to seeing that mentors are accessible and that students are advised accurately about both discipline and college-wide requirements.

6. Coordinate the identification of discipline needs, such as new faculty, space, and equipment, and communicate these in a timely fashion to the collegial chair.

7. Advise the collegial chair about the composition of search committees for new faculty for the disciplines.

8. Advise new faculty about discipline policies and procedures.

9. Ensure the accuracy of discipline copy for publications such as the catalog.

10. Coordinate the acquisition of library materials, and ensure the equitable allocation of library funds for the discipline.

Disciplines may choose to handle these matters in a variety of ways internally, and a particular discipline may decide that the coordinator should undertake other activities as well. In any case the activities listed above should be the ultimate responsibility of one person who will represent the discipline to the collegial chair, the Registrar, and the Dean of Faculty.

STANDING ACADEMIC COMMITTEES
(listed alphabetically)

Members of standing academic committees are appointed by the Faculty Coordinating Committee, unless otherwise specified, and student members are nominated annually in accordance with the ECOS constitution.

Chairs of committees are faculty members selected by the Dean of Faculty in consultation with the Faculty Coordinating Committee, unless otherwise specified.

The principal responsibility of committees lies in the area of policy and consultation on program development. The formulation of new policies may call for referral to the appropriate senior committee, faculty, or administrative officer.

Maintenance of informational flow to the faculty and students and monitoring of program evaluation fall within the province of most committees.

Certain committees of the faculty, e.g., Library and Admissions, work with administrative officers responsible for implementation of program. These officers are administratively responsible to their own senior administrators, in most instances the Dean of Faculty. Administrative problems coming from committees can normally be referred to the appropriate program administrator, or, if necessary, to the Dean of Faculty, with or without recommendation. Certain committees perform important review functions.

Since the number of faculty positions in the governance structure is less than the number of faculty, faculty on leave in any year will generally not be assigned to a standing committee. A faculty member may request to be excused from committee service based on other significant responsibilities. Such requests should be addressed to the Faculty Coordinating Committee.

Guidelines for Faculty Committee Chairs

The Faculty Coordinating Committee has compiled the following guidelines to assist faculty committee chairs:

1. Review the committee charge with the committee at the first meeting of the year. Hand out a copy of the charge to each committee member at the beginning of the year.

2. Prepare an annual agenda, identifying major committee goals, tasks, and strategies. The agenda should have room for suggested additions by the faculty at large.

3. Maintain written minutes. Each meeting, appoint one person to act as secretary who will take and distribute the minutes to every faculty member..

4. Maintain an electronic record of the committee's activities in a form that can be passed on to subsequent committee chairs. This record should include a list of committee membership and the complete set of minutes (including all actions taken).

Academic Excellence Committee

The Academic Excellence Committee seeks to strengthen the relationship between faculty and the Center for Academic Excellence (CAE). The membership of the Academic Excellence Committee (AEC) includes: three (3) faculty serving two-year staggered terms; the Executive Director of the CAE, *ex officio*; and the Director of Accessibility, *ex officio*. FCC will select the faculty chair for the AEC. It is the primary responsibility of the committee to serve as a liaison to facilitate communication between faculty and the CAE.

The responsibilities of the Academic Excellence Committee (AEC) include but are not limited to the following:

1. To promote efficient communication and collaboration between the CAE and the faculty;

2. To encourage a shared vision of college standards and obligations for the rights, responsibilities, and strategies for the delivery of student accommodations;

3. To share faculty questions with the CAE concerning accommodations, and also scholarships, academic coaching, and retention efforts;

4. To aid in developing programming and dialogue in the furtherance of these goals.

The AEC committee will meet at least twice a semester, or more as needed.

Academic Honor Council

The membership of the Academic Honor Council (AHC) will include five faculty, including one Librarian for staggered, three-year, renewable terms. Student membership includes three Honor Council coordinators and twelve student members; three per class (sophomores, juniors, or seniors), and three "at-large" students (may include second semester first-year students).

The AHC at Eckerd College exists to establish and to maintain processes that ensure that the Eckerd College community (i.e. students, faculty, and staff) shares a common understanding of Eckerd College's Academic Honor Policy.

The purpose of the AHC is to

1. Maintain programs that make visible the importance of academic honesty at Eckerd College and aid in the socialization of these values.

2. Provide leadership in developing educational programming designed to foster academic integrity.

3. Maintain transparent and fair processes for hearing cases of academic dishonesty. The AHC will implement procedures for gathering evidence; evaluating evidence; hearing testimony; making reasoned, fair, and consistent judgments; and recommending sanctions in cases of academic dishonesty.

4. The AHC student leadership will play a central role in fulfilling all of the above.

Academic Review Committee
The membership of the Academic Review Committee is as follows: the Dean of Faculty, or designee, chair; the Registrar; and a representative from the Student Affairs staff.

The committee meets at the end of each semester to advise the Dean of Faculty concerning the progress of each student in fulfillment of the requirements for graduation. Account is taken of the student's contribution to an academically supportive environment. The committee is empowered to recommend dismissal of a student for academic deficiency or any other academically relevant reason and to take the initiative in counseling students with academic problems. Notification of dismissals or warning notices are issued at the close of each meeting of the committee. (See Standards of Academic Progress.)

Academic Standards Committee
This committee functions jointly with the Dean of Faculty in evaluating the products of the merit review process and making recommendations to the President concerning the awarding and maintenance of academic tenure and promotion.

The membership of the Academic Standards Committee is as follows: five tenured faculty members who are not serving as collegial chairs, one from each of the upper-division academic collegia, with members appointed by the Dean of Faculty from a list of up to three nominees submitted by each collegium. Members serve rotating two-year terms with the Dean of Faculty serving as the committee chair. Faculty committee members will be limited to serving two consecutive terms at a time. Faculty may not at the same time serve on more than one of the following standing committees: the Academic Standards Committee, or the Advisory Committee on Dismissals, or the Hearing Committee on Dismissals.

The duties of the committee are as follows:

1. 1. Regularly evaluate probationary faculty members to inform them of their progress toward a favorable tenure decision. Such reports help probationary faculty members to assess realistically their strengths and weaknesses, and, where possible, to take corrective action to improve performance in areas critical to receiving tenure. If the committee functions diligently in this regard, the outcome of tenure decisions generally will be anticipated, and faculty members receiving unfavorable decisions will have had greater opportunity to seek alternative employment prospects. Formal recommendations for a tenure decision come from this committee after a thorough review of the individual in question that includes letters from members of the discipline and the collegial chair. The Committee's recommendations for a tenure decision will be determined by a vote among the five faculty members of the Committee. The Dean of Faculty shall not vote on tenure decisions. The Academic Standards Committee will submit their recommendation in writing to the President and to the Board of Trustees for approval.

2. Regularly evaluate the tenured faculty. Where it is evident that a tenured member of the faculty is failing to meet defined obligations to the college, the committee may act to bring these lapses to the attention of the individual involved. At least initially, such efforts are of an informal nature and may be handled collectively by the committee or through an appointed member. If informal discussion fails to resolve the problems under consideration, the

committee may elect to issue a formal warning to the faculty member in question. Such a warning is entered into the faculty member's permanent file and, in the face of continuing failure to meet obligations to the college, may form the basis for disciplinary action, up to and including dismissal.

3. Serve as the review committee for suggested promotions in faculty rank. These suggestions may come from the collegial chairs, other faculty members, administrative personnel, from within the committee, or from the faculty member concerned. Formal recommendation for a promotion will come from this committee after a thorough review of the individual in question that includes letters from members of the discipline and the collegial chair. The recommendation of the Committee will be determined by a vote among the five faculty members of the Committee. The Dean of Faculty shall not vote on promotion decisions. The Academic Standards Committee will submit their recommendation in writing to the President and to the Board of Trustees for approval.

It is recognized that in some instances, problems affecting both tenured and untenured faculty members will arise suddenly. In these instances, the Dean of Faculty may elect to deal with such matters on an informal basis, or, where appropriate, may bring the matter to the Academic Standards Committee for advice or formal action. Recommendation for the initial imposition of sanctions other than termination may originate from the Academic Standards Committee or the Dean of Faculty. The President, or her/his designee, will consult with the Academic Standards Committee concerning the propriety, the length and the other conditions of any pre-termination suspension either prior to or within five College business days of the imposition of the suspension. In no case, however, will a decision to dismiss a tenured faculty member be made without consultation with the Academic Standards Committee. The Academic Standards Committee may also initiate proceedings for dismissal of a faculty member for cause. In the case of any consideration of the termination of tenured or tenure-track professors due to discontinuation of a program or department of instruction, the Dean of Faculty will ask the Academic Standards Committee to make a full review of the professional capabilities of any professor prospectively affected by the program decision and submit a written recommendation regarding other possible suitable positions to the Dean of Faculty.

For evaluation procedures used by the Academic Standards Committee, see <u>Faculty Evaluation Procedures</u>.

Admission Policy and Enrollment Committee
The membership of the Admission Policy and Enrollment Committee is as follows: Vice President for Enrollment Management, two faculty members serving two-year staggered terms, a representative from the Student Affairs staff, and two student representatives appointed by the Office of Admission. It is the primary responsibility of the committee to serve as a liaison to facilitate communication between faculty and the Office of Admission. The committee will achieve this through the following activities:

1. Promote efficient communication between faculty and the Office of Admission. For example, encourage updates to admission materials, provide faculty feedback to the Office of Admission, and reporte pertinent Admission information back to the collegia.

2. Build a clear understanding of the enrollment process among faculty. When appropriate, attend meetings of the Enrollment Management committee.

3. Annually reviewing topics that contribute to a well-balanced student population at the college.

4. Collaborate with the Office of Admission on participation of faculty in Admission events to ensure efficient use of faculty time.

5. When necessary, formulate and recommend policies governing the admission of students to Eckerd College.

6. Generally, monitor the operation of Admission for compliance with the mission of the College. Report areas of concern to the faculty and administration, as deemed necessary.

7. Ensure that the Vice President for Enrollment Management report on the status of Admission and Financial Aid is presented to the full faculty at least once annually.

Advancement Committee

The Advancement Committee seeks to strengthen the relationship between faculty and the Office of Advancement. The membership of the Advancement Committee is as follows: Vice President of Advancement or a representative from the Advancement Office staff and two faculty members serving two-year staggered terms. The committee's goals include the following:

1. Promote efficient communication between faculty and the Office of Advancement to foster understanding of institutional fundraising priorities as set by the Board of Trustees and the President.

2. Update the Office of Advancement on the academic program, especially as it pertains to strategic fundraising goals, and share opportunities for alumni engagement. Update the Office on other areas of need.

3. Annually review the participation of faculty in Advancement events and alumni engagement to ensure efficient use of faculty time.

4. Engage with the staff of the Office of Advancement to build and further relationships among faculty.

5. When applicable, formulate and recommend priorities for fundraising efforts, especially within the academic program.

6. Generally, assist the operation of the Office of Advancement with compliance with the mission of the College. Report areas of concern to the faculty and administration, as deemed necessary.

Advisory Committee on Dismissals (see Institutional Regulations on Academic Freedom and Tenure)
The membership of the Advisory Committee on Dismissals includes three faculty and two alternates from faculty selected by election to three-year staggered terms.

The Advisory Committee on Dismissals may review the case of termination of a tenured appointment or of a tenure-track appointment by request of the faculty member to be terminated from the College if the faculty member alleges that the decision against renewal was based on inadequate consideration. The Advisory Committee on Dismissals will review the faculty member's allegation to determine whether the decision was the result of adequate consideration in terms of the relevant standards of the Institution. The committee will report its findings to the Dean of Faculty and the President. The Advisory Committee on Dismissals will not substitute its judgment on the merits of the case for that of the President or Dean of Faculty. If the Advisory Committee believes that adequate consideration was not given to the faculty member's qualifications, it will request reconsideration by the President or Dean of Faculty indicating the respects in which it believes the consideration may have been inadequate. It will provide copies of its findings to the faculty member, the Academic Standards Committee, the President, and the Dean of Faculty.

The members of this Committee should be faculty members elected by the faculty on the basis of their objectivity and competence and the high regard in which they are held by the academic community. They should not be collegial chairpersons. Faculty may not at the same time serve on more than one of the following standing committees: the Academic Standards Committee, or the Advisory Committee on Dismissals, or the Hearing Committee on Dismissals. The Committee elects its own chairperson. Members deeming themselves disqualified for bias or interest shall remove themselves from a case, either at the request of a party or on their own initiative.

For election to the Advisory Committee on Dismissals, Eckerd College employs a version of the Approval Voting System. Eligible candidates are selected from among nominated full-time tenured faculty of Eckerd College. Faculty may vote for all candidates they approve. This may be a portion or all of nominated candidates. Successful candidates must receive at least 50 percent plus one of the votes cast to be eligible to serve on this committee. Candidates with the most approvals above 50 percent win the election.

ASPEC Liaison Committee
The membership of the ASPEC Liaison Committee is as follows: two faculty members serving two-year staggered terms, three members of ASPEC chosen by the President of the ASPEC Senate, and a member of the professional library staff

recommended by the Director of Library Services. The Director of ASPEC serves as an *ex officio,* non-voting member. It is the responsibility of the committee to

1. Facilitate communication between ASPEC and the faculty.

2. Continue to develop and strengthen interaction between members of the faculty and of the Academy so that such interactions make a positive contribution to the academic environment and to the cognitive development of our students.

3. Promote new ways to engage the resources of ASPEC in supporting the teaching and research interests of the faculty.

College Council

College Council is a body comprised of the Dean of Faculty, the chairs of all five upper-division collegia, and the Foundations Collegium chair. The Associate Dean of Faculty for Academic Affairs, Associate Dean for Faculty Development, Dean of Students, and Registrar serve as *ex-officio*, non-voting members.

College Council shall

1. Provide necessary and reasoned counsel for the Dean of Faculty.

2. Review and approve proposals for new courses, or to modify existing courses.

3. Evaluate proposals for new and replacement tenure-track faculty positions.

4. Assess proposals to create, revise, or discontinue majors and minors, and when appropriate, to forward such proposals to the Educational Policy and Program Committee.

5. Engage with the administration in establishing financial priorities relative to the allocation of funds to all areas of the College's operations, with particular observance of the effects of the allocation on the academic program; in all stages of the preparation and readjustment of the annual budget; and in the development of long-range financial plans. The Dean of Faculty delegates responsibility for administering the budget after its adoption to the collegial chairs.

6. Consult and provide feedback, as needed, to academic programs, committees, and offices.

7. Recruit faculty to offer adequate coverage for General Education requirements.

8. Meet with FCC, when called by the Dean of Faculty, College President, FCC, or College Council, to discuss broad matters and concerns that call for careful faculty consideration but do not clearly fall exclusively under the specific charges of either committee as outlined in the *Faculty Handbook*.

Computer Policy Group

The membership of the Computer Policy Group is as follows: the Chief Information Officer, the Vice President for Business & Finance, the Director of Instructional Technology, two faculty members serving two-year staggered terms, who may succeed themselves, and one student. The faculty and student members will be chosen from among those who are both significant users of the computer facilities and knowledgeable about the campus-wide needs for computer services. The group shall

1. Establish standards for access to and protection of sensitive data.

2. Guide the development and equitable provision of instructional technology.

3. Develop procedures for the evaluation and purchasing of software that affects the broader College community.

4. Collaborate with the Director of Instructional Technology to facilitate the creation of educational programs that ensure faculty competency in using new technology.

5. Regularly review instructional technology used by peer institutions. Review our current technology and, as necessary, propose changes to existing technology or new technologies in order to better serve the needs of our academic programs.

6. Serve as a liaison between the Faculty and Information Technology Services (ITS) to ensure that technology needs for classroom presentations and CPS events are met in a timely and efficient manner.

Educational Assessment Committee
The College is committed to faculty-driven, regular, and meaningful assessment of all academic programs. Eckerd College has designed an assessment process that is intended to be helpful in program improvement. For more information regarding Educational Assessment, see Chapter 3: Academic Policies, Procedures and Guidelines in this handbook.

The membership of the Educational Assessment Committee is as follows: four faculty members serving 2 year staggered terms, a designee from the Dean of Faculty's office, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Liaison as non-voting, ex officio. Faculty committee appointments will be made by FCC in consultation with the Dean of Faculty and the SACSCOC liaison. The committee will designate a chair at the beginning of each academic year.

It is the responsibility of the committee to:

1. Consult with and advise the SACSCOC Liaison on matters of policy and procedure related to the assessment program at Eckerd College.

2. Maintain and communicate the schedule for the continuing assessment of all academic programs at the college.

3. Review ongoing program assessment 3-year reports and updates as they are collected.

4. Consult with a designated representative of the major or program being assessed in order to:

   a. Provide approval of the assessment report/update and minor feedback for consideration moving forward in the process;

   b. Facilitate mentoring of the discipline representative prior to submission of a 3-year report or when substantial revisions are needed.

5. Prepare and submit an assessment summary for approval by EP&P at their last meeting of the academic year. The EAC reports to EP&P and thus final approval of 3-year assessment reports rests with EP&P.

Educational Policy and Program Committee
The membership of the Educational Policy and Program Committee is as follows: The Dean of Faculty, Chair, the chairs of the six collegia, one faculty member from each of the five upper-level collegia (one-year term), and two students, one of whom shall be the ECOSVice President of Academic Affairs. The Vice President of Student Life, Library Director, Registrar, Associate Dean of Faculty, and the Executive Director for Institutional Effectiveness are *ex officio,* non-voting members.

It is the responsibility of the committee to

1. Define policy pertaining to the curriculum, define policy regarding dismissals and academic probation, and study and recommend new policies and programs to the faculty.

2. Develop a multi-year agenda to assist in the evaluation and planning activities in the academic program.

3. Request assessment activities from the Educational Assessment Committee, receive these assessment reports, and respond to the assessment data by making recommendations to the faculty for program revision, as appropriate.

4. Review and approve or disapprove proposals for changes in the general education program and new majors and minors.

5. Hear reports of its subcommittees.

6. Recommend candidates to the faculty for receiving honorary degrees.

7. Examine the academic program at the College and recommend measures that would more adequately fulfill the College's commitment to educate students for effective functioning in a diverse, global society.

The College Council will act as a subcommittee of EP&P to review and approve or reject proposals for new courses.

Environmental Affairs Committee
The membership of the Environmental Affairs Committee is as follows: two faculty members serving two-year staggered terms, who may succeed themselves, and two students: the ECOS Director of Environmental Responsibility and the Sustainability Intern. The Associate Dean for Residential Life and Facilities Management, the Director of Campus Planning and Project Management, and the Sustainability Director serve as ex officio, non-voting members. It is the responsibility of the committee to

1. Recommend policies for Eckerd College regarding its use of and responsibilities concerning the natural environment.

2. Consult with appropriate administrators of the College on goals and policies concerning campus land and water use issues that have a bearing on the natural environment.

3. Gather and disseminate information and make recommendations on ways the College can exercise responsible leadership in the larger community through environmentally responsible practices.

4. Keep abreast of and conduct inquiries into issues of human health and toxicity relating to the campus environment, inform the campus community of findings, and make recommendations on these issues to appropriate administrative officers.

5. Make recommendations concerning environmental education (broadly conceived to include not only the entire campus community, but the surrounding community as well) to appropriate College committees and agencies on possible events, programs, etc.

6. Schedule and conduct occasional meetings, open to the entire College community, in which environmental issues and concerns pertaining to the community may be voiced, discussed, and recorded as a basis for future consideration and action.

7. Receive and record environmental issues and concerns communicated by members of the College community throughout the year.

Faculty Coordinating Committee
The membership of the Faculty Coordinating Committee is as follows: six faculty members with staggered two-year terms so that three vacancies occur each year. All faculty, tenured or tenure-track, are eligible to serve; however, no more than 2 tenure-track faculty may serve on FCC at one time. The Dean of Faculty and Vice President for Academic Affairs is an ex officio, non-voting member of the Faculty Coordinating Committee (FCC).

The Faculty Coordinating Committee will meet as a sub-committee as needed, without the attendance of the Dean of Faculty. To communicate directly with this sub-committee, email fcc-user@eckerd.edu.

Members shall be elected on the basis of their objectivity and competence, their commitment to the overall objectives of the College, and the high regard in which they are held by the academic community. At least one alternate member is elected each year to serve during the hexennial leave or other sustained absence from campus of a regular member. At any given time, at least one alternate must be a tenured faculty. The committee elects its own chair, and each member of the incoming committee has one vote. Regular elections will take place at the April meeting of the faculty. The term of office will begin at the end of the academic year in which the members are elected.

It is the responsibility of the committee to:

1. Discover the substantive concerns of the faculty through formal and informal consultation. Gather the teaching faculty from time to time to hear concerns. Carry these concerns to appropriate administrative officers and trustees and maintain communication until the concerns have been resolved.

2. Receive from administrative officers and trustees concerns and proposals which relate to the life of the faculty. Develop and refine proposals in consultation with administrative officers which address these concerns and proposals.

3. Receive from the faculty substantive concerns and proposals which relate to the life of the faculty. Develop and refine proposals which address these concerns and proposals.

4. Bring before the faculty as a whole the results of these deliberations (see items 2 and 3 above) for approval and/or recommendation to the Dean of Faculty and President.

5. Refer to the appropriate committee concerns and proposals for which a standing committee is responsible.

6. Function as a committee on faculty organization. Periodically review how the faculty organizes itself to conduct business. Determine what committees are needed (including committee size and composition), make committee appointments (except where elections are called for), and review committee charges. Bring before the faculty for approval any suggested changes relating to the faculty organization as a whole and its committee structure.

7. Conduct a continuing review of faculty personnel policy and the *Faculty Handbook* to ensure clarity of policy and to recommend policy revision when appropriate.

8. Recommend policy concerning organizational and procedural questions which affect more than one collegium.

9. In setting the agenda of meetings of the faculty, consult with the President and the Dean of Faculty, who have the right to place items on the agenda.

10. Request that the President call meetings of the faculty to take action on any matters of concern to the faculty.

11. Serve as an advisory committee to the Board of Trustees and the President on procedures to be used in electing faculty to serve on search committees for the selection of a new President or Dean of Faculty when vacancies occur.

12. Serve as an advisory committee to the President or Dean of Faculty in the appointment of executive officers and deans and, when search committees are formed, propose procedures to be used in electing or appointing faculty representatives to these committees.

13. Work with the Director of Institutional Effectiveness to identify and use generally accepted instruments for leadership evaluation of academic administration. Review the results from periodic use of these instruments and communicate them to the appropriate administrator as formative evaluation.

14. Meet with College Council, when called by the Dean of Faculty, College President, FCC, or College Council, to discuss broad matters and concerns that call for careful faculty consideration but do not clearly fall exclusively under the specific charges of either committee as outlined in the *Faculty Handbook*.

For election to the Faculty Coordinating Committee, Eckerd College employs a version of the Approval Voting System. Eligible candidates are selected from among nominated full-time tenured/tenure-track faculty of Eckerd College. Faculty may vote for all candidates they approve. This may be a portion or all of nominated candidates. Successful candidates must receive at least 50 percent plus one of the votes cast to be eligible to serve on this committee. Candidates with the most approvals above 50 percent win the election. As many members will be selected from the tenured faculty that received the highest number of votes as are necessary to ensure that at least four members of FCC are tenured. The remaining two seats will be filled with faculty that received the subsequent highest number of votes regardless of whether they are tenured or tenure-track.

Faculty Observer to the Board of Trustees

In order to foster a spirit of cooperation and open communication, the Eckerd College Board of Trustees commonly grants faculty the privilege of electing one member each year to serve as a Faculty Observer at Board meetings. Unlike faculty serving as members of the Academic Affairs and Student Life Committees of the Board, which are appointed by the Dean of Faculty, in consultation with the President, the elected Faculty Observer does not have formal voice or voting power. However, since the Faculty Observer may be called upon to speak for faculty at Board meetings, and since the Faculty Observer is expected to report to faculty about the important business of the Board, the Faculty Observer should be tenured and elected on the basis of competence and the high regard in which they are held by the academic community. The term of election will be for two years, and the election will occur prior to the May Board meeting. The newly elected Observer will attend the May Board meeting with the outgoing Observer.

The Faculty Observer will

1. Consult with the Dean of Faculty on the appointment of additional faculty observers to individual Board committees.

   a. Faculty observers to Board committees serve for a full academic year and attend and report on their committee meetings.

   b. Departing committee observers will confer with incoming committee observers prior to the October Board meeting.

2. Attend open plenary sessions and committee meetings scheduled at Board meetings (alongside the faculty observers to Board committees).

3. Compose a general written report on the entire Board meeting and collect the written reports of faculty observers to Board committees. All faculty observer reports are published to the faculty as a whole (through the office of the Dean of Faculty) at least 48 hours in advance of the following faculty meeting.

4. Give a brief oral report of highlights of the Board meeting at the faculty meeting immediately following a meeting of the Board of Trustees.

5. Consult with FCC about an annual report sent on behalf of the faculty to the Board of Trustees during the Spring semester.

General Education Committee
The membership of the General Education Committee is as follows: the Associate Dean of General Education (Chair), who oversees Autumn Term and Human Experience (Core); Director of the First-Year Experience (FYE); Director of Imagining Justice (Core); Director of Reflective Service Learning; three *ad hoc* members who assist with keeping the curriculum consistent and imaginative; a Student Affairs staff member who helps to coordinate the interplay of Student Life programming with the general education curriculum.

The General Education Committee shall oversee and coordinate the choice of core texts and assignments constituting the curricular arc across the whole entire Core. The Committee will assist with assessment of General Education courses, including HE-FYE, IJ, G, E, M, and RSL courses, as required.

The *ad hoc* members shall serve rotating 3-year terms and should have recent experience in teaching Core courses. They shall be appointed by the Faculty Coordinating Committee. The Directors of the FYE program and Imagining Justice (faculty members) should have substantial experience teaching in Core courses. They are chosen by the Dean of Faculty and the Associate Dean of General Education. The Associate Dean of General Education and Chair of the Foundations collegium chairs the General Education Committee, oversees Autumn Term and first year mentoring, recruits first-year faculty, coordinates and guides faculty development opportunities to prepare and support those teaching the general education program, oversees and coordinates assessment of Core G, E, M, and RSL courses, and oversees the College Program Series. The Associate Dean of General Education is appointed by the Dean of Faculty for a renewable three-year term.

Global Education Committee
The membership of the Global Education Committee is as follows: five faculty members with global education experience, one from each of the five upper-division collegia, serving two-year staggered terms; the Director of Global Education, the Registrar as *ex officio,* non-voting members; and two students who have international education experience, nominated by ECOS and ratified by faculty members of the committee. It is the responsibility of the committee to

1. Formulate and recommend policy and long-range goals of all study abroad and off-campus programs to the Educational Policy and Programs Committee and to the faculty.

2. Review existing policies and programs of the Office of Global Education, providing guidance for the implementation of their goals, policies, and programs, particularly those offering academic credit. To this end the committee shall formulate, recommend, and review policies aimed at the following:

    (a) encouraging and supporting greater student participation in study abroad and off-campus programs for academic credit;
    (b) encouraging and supporting greater faculty participation in the development of study abroad and off-campus programs;
    (c) addressing the needs of international exchange students studying at the College.

3. Review proposals for Winter Terms and other off-campus courses in order to ensure an optimal mix of destinations, disciplines, and general education designations.

4. Develop policies and guidelines for off-campus Study Centers.

5. Review sponsored semester programs and exchanges, with input from appropriate faculty.

6. Review appeals by applicants for a re-examination of applications not accepted.

Hearing Committee on Dismissals (see Institutional Regulations on Academic Freedom and Tenure)
The membership of the Hearing Committee on dismissals consists of five faculty members elected to three-year staggered terms plus two faculty alternates selected by election.

The Hearing Committee on Dismissals may review the dismissal decision of a faculty member with continuous tenure or with a special or probationary appointment. Dismissed faculty have the right to request a hearing with the Hearing Committee on Dismissals. The members of this Committee should be faculty members elected by the faculty on the basis of their objectivity and competence and the high regard in which they are held by the academic community. They should not be collegial chairpersons. Faculty may not at the same time serve on more than one of the following standing committees: the Academic Standards Committee, or the Advisory Committee on Dismissals, or the Hearing Committee on Dismissals. The Committee elects its own chairperson. Members deeming themselves disqualified for bias or interest shall remove themselves from a case, either at the request of a party or on their own initiative.

For election to the Hearing Committee on Dismissals, Eckerd College employs a version of the Approval Voting System. Eligible candidates are selected from among nominated full-time tenured faculty of Eckerd College. Faculty may vote for all candidates they approve. This may be a portion or all of nominated candidates. Successful candidates must receive at least 50 percent plus one of the votes cast to be eligible to serve on this committee. Candidates with the most approvals above 50 percent win the election.

Inclusive Excellence Committee
The Inclusive Excellence committee will support faculty-related diversity, equity, inclusion, and belonging (DEIB) matters, in addition to campus-wide DEIB efforts. The core membership will include six members: a faculty member from each of the five collegia and the Executive Director of Inclusive Excellence. The committee members will serve two years; the terms may be renewed if approved by the Faculty Coordinating Committee. When possible, a majority of the committee will be tenured. The chair(s) will be chosen by the committee.
The committee's responsibilities include the following:

1. Collaborate with the Office of Inclusive Excellence to advance campus-wide initiatives related to recruitment and retention of faculty, staff, and students.

2. Research, develop, recommend, and facilitate DEIB-related faculty development workshops.

3. Support faculty in designing and implementing equitable and inclusive practices.

4. Collaborate with the General Education Committee to offer DEIB-related training to faculty teaching in the first-year and capstone programs.

Intercollegiate Athletics Committee
The membership of the Intercollegiate Athletics Committee is as follows: two faculty members serving two-year staggered terms, the Faculty Athletic Representative to the NCAA (FAR), the Senior Woman Administrator, and two student athletes (one male, one female). The Associate Dean of Students or their designated representative, and the Athletic Director serve on the committee in a non-voting capacity. It is the responsibility of the committee to

1. Review and if necessary amend the stated philosophy and purpose of the athletics program to ensure consistency with and support of the mission of the College and to publish it for the college community.

2. Recommend and oversee policies governing the equitable distribution of resources in the athletic program.

3. Serve in an advisory capacity to the Director of Athletics, to the administration, and to the faculty on all matters pertinent to intercollegiate athletics for both men and women.

4. As necessary, represent the faculty in meetings of the National Collegiate Athletic Association, the Association for Intercollegiate Athletics for Women, the Sunshine State Conference, or any other intercollegiate association appropriate to the college.

5. Confer as needed with the Dean of Admissions and the Admissions and Scholarship Committee to ensure compatibility of recruitment of athletes with the academic objectives of the college.

6. Periodically review the athletics program for Title IX compliance.
7. For further information regarding policies in intercollegiate athletics please see the student-athlete handbook here.

Institutional Review Board (https://sites.google.com/a/eckerd.edu/irb/home)
Eckerd College has developed policies and procedures to ensure that research with human subjects is conducted in a manner that respects the rights, maintains the well-being, and guarantees the privacy of those who participate in it. These policies and procedures, which assure the federal government that the safeguards for federally funded research involving human subjects meet federal guidelines, are overseen by an Institutional Review Board (IRB). All Eckerd College faculty, staff, and students who wish to conduct research involving human subjects must submit their research proposals to the IRB and receive approval prior to commencing their research.

The Eckerd College IRB will have at least five members (all voting members) and shall include the following:

- Three faculty members, at least one whose primary expertise is in scientific areas and at least one whose primary expertise is in non-scientific areas (in the humanities or creative arts);
- One community member unaffiliated with the College or with any employee of the College;
- At least one staff member from the Academic Affairs division (usually, the Director of Grant Development);
- At least one alternate faculty member, who will be appointed for a two-year period to serve during the hexennial leave or other sustained absence from campus of a regular member.

The IRB members shall be appointed for staggered two-year terms. The IRB will include a Chair and a Co-Chair. The Chair of Eckerd College's IRB shall be an Eckerd College faculty member who has served previously on the IRB and will typically assume the position after serving as Co-Chair during the previous year. In the instance that there is not a person to assume the role, the Chair will be appointed by the FCC. The IRB Co-Chair will typically assume the role of Chair in the second year of membership and act in the role of Chair if the IRB Chair is unavailable. The IRB Co-Chair will be elected by the IRB's membership.

All IRB members must complete the required IRB training modules. All faculty, staff, and student researchers who wish to complete research with human subjects must also maintain current training as designated by the IRB.

The office of the Dean of Faculty shall maintain a list of IRB members identified by name, earned degrees, and representative capacity. Indications of experience such as board certification, licenses, etc., sufficient to describe each member's chief anticipated contributions to IRB deliberations will be noted, as will any employment or other relationship between each member and the institution. For example, status as a full-time or part-time employee, paid or unpaid consultant, and member of governing panel or board will be specified.

During the academic year, the Eckerd College IRB will have a regularly scheduled monthly meeting, and it will list the meeting dates on the IRB website. The IRB may cancel this meeting if it has not received any proposals requiring full IRB review by the week before the scheduled meeting date. The Eckerd College IRB will not meet during the summer or Winter Term and will not be available during those times to approve proposals.

Institutional Animal Care and Use Committee (https://www.eckerd.edu/iacuc/)
In order to ensure that research with animal subjects is conducted by faculty and/or students in a humane and appropriate manner, Eckerd College has developed pertinent policies and procedures that will be governed by an Institutional Animal Care and Use Committee (IACUC). The IACUC reviews proposed research projects, and any significant changes to ongoing projects, to confirm the projects will be conducted in accordance with the Animal Welfare Act, are consistent with the Guide for the Care and Use of Laboratory Animals, and meet a variety of additional requirements including the minimization of pain, discomfort, and distress. IACUC membership will consist of:

- one faculty member whose research involves animals (may be from the natural or behavioral sciences);

- one faculty member from outside the sciences;
- a veterinarian;
- one community member unaffiliated with the College or with any employee of the College; and
- one alternate faculty member whose research involves animals (may be from the natural or behavioral sciences) to serve in place of current members when they submit proposals to the committee

Library Committee

The membership of the Library Committee is as follows: the Director of Library Services, a member of the professional library staff, two faculty members from different collegia serving two-year staggered terms, and a student. It is the responsibility of the committee to

1. Receive information from the professional librarians and consult with them concerning long range goals and policies of the library and when appropriate recommend these to the faculty.

2. Recommend to the professional librarians the development of policies on directions for and use of the library, such as budget, acquisitions and circulation, that best serve faculty and students and, when appropriate, to refer such policies to the Educational Policy and Program Committee and the faculty.

3. Receive communications from individuals in the College, collegia, or other groups pertaining to the library and respond appropriately.

4. Send to the faculty every two years a questionnaire about the library's effectiveness for assessment purposes. Results of this questionnaire will be sent to the Dean of Faculty and the faculty as a whole.

Salary and Benefits Committee

Although this is an administrative committee chaired by the Vice President for Business and Finance, its work is vital both as a representative of faculty interests and as a conduit of information to the faculty at large about issues related to salaries and benefits. This committee is called upon only sporadically for formal meetings; therefore, membership here does not *necessarily* exclude faculty from service on other standing committees. Service on this committee is, however, recognized and valued as much as any other standing committee.

Non-faculty members of this committee normally include the Vice President for Business and Finance, the Dean of Faculty, the Director of Human Resources and Human Resources Coordinator, and a staff representative. Three faculty representatives will be added to this committee by the Dean of Faculty in consultation with Human Resources and FCC. Because of the complexity of salary and benefit issues, preference will be given to faculty with substantial experience, knowledge, or interest in such matters. However, the faculty selected will be responsible for representing and serving the diverse interests of the faculty as a whole. Because of the importance of continuity and experience to such a committee, faculty members will normally be expected to serve for extended terms.

The responsibilities of faculty members of the Salary and Benefits Committee include:

1. Monitor the benefit needs of both faculty and non-faculty employees of the college and actively solicit feedback from the academic community, including the planning of special informational events or "town hall" meetings.

2. Represent faculty interests across different ranks, coverage types, and a diversity of personal and family backgrounds.

3. Work with the Human Resources Office to educate employees about available benefits and benefit choices.

4. Monitor regional and national trends in the benefits provided to employees in higher education.

5. Report to the President and consult with College Council on special issues and concerns related to salary and benefits.

6. Make recommendations to the President regarding potential short-term and long-term changes to the benefit package (in consideration of both already approved funding and proposed future budgets).

Student Affairs Committee

The membership of the Student Affairs Committee is as follows: the Dean of Students, two faculty members serving two-year staggered terms, one additional Student Affairs staff member, the ECOS president, and one additional student. This core committee is encouraged to call upon other students and Student Affairs staff to act as *ex officio,* non-voting members in order to gain their suggestions and insight on specific issues before the committee. It is the responsibility of the committee to

1. Develop a stated philosophy and purpose for the student life program that is consistent with and supportive of the mission of the College, and publish it for the College community.

2. Collaborate with the Student Affairs Division to provide for close coordination of student services and extracurricular activities with the academic program of the College.

3. Recommend policies concerning the use of College facilities which are open to extracurricular student activities.

4. Recommend policies for the governance of College dormitories, including the selection, supervision and evaluation of RAs.

5. Recommend policies relating to student life programming and the social and recreational program of the student body.

6. Review and coordinate the recommendations and activities of the ECOS and its affiliate organizations with other College programs.

7. Ascertain what conditions of student life particularly affect minority, off-campus and non-traditional students, and recommend affirmative policies and programming that responds to their needs.

8. All committee action regarding change in policy is subject to the approval of the faculty. Such policy changes may also require the approval of the administration and the Board of Trustees. In addition, the Student Affairs Committee chair will report to the faculty upon request at any time.

9. Participate in Conduct Review Committees and required training as requested by the Dean of Student Affairs, Assistant Dean of Student Affairs, and/or CRC Coordinator. At the beginning of each term, the chairs will coordinate with the office of Student Affairs to provide the names of two faculty members willing and available for service and training during the coming term.

Teaching Development Committee

The membership of the Teaching Development Committee is as follows: Two faculty members serving in staggered terms, one of whom will serve as chair; one of the Co-Directors of The Network, and the Associate Dean of Faculty.

Because teaching is the most critical part of what this faculty does at Eckerd College, the Teaching Development Committee (TDC) serves as an advisory board to ensure faculty governance on questions of teaching development. It works to encourage and enhance efforts to promote teaching effectiveness for all faculty members in line with the College's Mission and the Strategic Plan's commitment to educational creativity and innovation.

The Members of the Teaching Development Committee shall:

1. Ensure there is a plan to deliver programs throughout the academic year focusing on teaching development and learning effectiveness.

2. Advise and consult with the Network, the TLC coordinators, the Inspired Group, and ITS on existing programs, initiatives, and opportunities that are focused on pedagogical development and teaching excellence.

3. Help to identify gaps in the College's provision of opportunities and resources for teaching development.

4. Envision and provide recommendations for policies or initiatives aimed at promoting teaching development both in the classroom and in field-based learning opportunities for our students within the Tampa Bay region and throughout the globe, as envisioned in the Strategic Plan.

5. Report to the Faculty Coordinating Committee and the faculty at large on programs, policies, and initiatives relating to promoting teaching excellence at the College.

Women's Resources Committee

The membership of the Women's Resources Committee is broadly representative of all persons in the College community concerned with women's interests and groups. The committee will have a core membership of two faculty members (who will serve as co-chairs), one staff person, one administrator, and one student. Any other person in the College community who wishes to be aligned with the work of the Women's Resources Committee will be considered an *ex officio,* non-voting member. It is the responsibility of the committee to

1. Develop programs that promote awareness of women's issues, both across the campus and beyond. Sponsor programs that improve self-understanding among women and encourage community understanding of gender issues.

2. Determine what areas of study and subsequent action need to be taken in order to bring about an increase in the number of women occupying positions of responsibility in the College structure.

3. Advise on matters related to equity in the areas of hiring, salaries, and working conditions.

4. Make recommendations to the Dean of Faculty as may be relevant to the programs of the College.

ADVISORY COMMITTEES

Pre-Law Advisory Committee

The Pre-Law Advisor, in consultation with an informal committee including a representative from the Career Services office and a pre-law student, does the following:

1. Advises pre-law students.

2. Collects data with respect to law school admission requirements and programs.

3. Helps to disseminate such data to students, faculty, and staff.

Pre-Health Advisory Committee
The membership of the Pre-Health Advisory Committee is as follows: the Scholarship and Fellowship Advisor, and two faculty members with knowledge of post-graduate health program requirements and application processes, as recommended by the Dean of Faculty. It is the responsibility of the committee to

1. Advise students concerning the requirements and opportunities of the various pre-medical and pre-health professional programs, including pre-dental and pre-veterinary medicine.

2. Counsel students regarding their progress in the pre-medical curriculum, their chances of success in gaining admission to a professional school, and their academic and personal suitability for a career in the health sciences.

3. Write and send evaluations of students to professional schools.

4. Maintain current information concerning the admission requirements and procedures for admission to professional schools.

5. Advertise the application dates for the Medical College Admissions Test (MCAT) and other admissions tests such as the DAT, and have application information available for students.

6. Develop new or expanded opportunities for students seeking careers in the health sciences.

7. Foster better understanding of the Eckerd College program by professional schools, to ensure that our students' applications receive the best attention possible.

8. Establish and oversee the minimal required courses or learning skills to be completed by each pre-professional student receiving an Eckerd College degree.

Scholarship and Fellowship Mentor
The Scholarship and Fellowship Mentor is selected from the tenure-track and/or tenured faculty for a two-year term as a committee assignment. The Mentor is concerned with planning and implementing associated programs connected to internal and external student awards. Duties may include policy setting, event engagement and support, and program and award recipient selection. The Mentor will be endorsed by the Assistant Dean of Faculty, and approved by the Dean of Faculty.

CHAPTER TWO

FACULTY POLICIES AND PROCEDURES

Academic Freedom

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, formulated by the Association of American Colleges and the American Association of University Professors (AAUP), and their academic freedom is protected by the College's policies and procedures. The College's policy protects the Faculty member's teaching within the legitimate rights of academic freedom and precludes their non-renewal or termination for matters involving the exercise of their academic freedom.

The College's policy is adapted from the *1972 Recommended Institutional Regulations on Academic Freedom and Tenure* of the AAUP and can be found in the section on "Tenure Policy" in the Eckerd College Policies and Procedures manual. As stated in that manual,

> These regulations are designed to enable Eckerd College to protect academic freedom and tenure and the requirements of academic due process. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the institution. A college or university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method. In the words of the United States Supreme Court, "Teacher and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die."

Institutional Statement of Procedures for Selection of Faculty Members

1. Appointments to the faculty are made upon the vacating of a budget line by resignation or other cause or upon the establishment of a new budget line. A vacated faculty line is filled by a new appointment only after a general program review designed to determine the highest priorities in the total instructional program. Whenever the Dean of Faculty or a collegial chair becomes aware of a vacant faculty line, College Council conducts a review of disciplinary and institutional needs for that line. No appointment may be made without full review of program demands.

2. The discipline in collaboration with the collegial chair proposes a description of the position to be filled to the Dean of Faculty and College Council.

3. Upon being granted approval to hire a person within the collegium, the chair of the collegium will recommend a search committee. In the case of joint appointments, the search committee shall include members of more than one collegium. The chair(s) will normally be a member(s) of the search committee.

4. The Dean of Faculty and the chairs of the collegia involved in a search will determine the maximum period of time available for the search, lest failure to appoint a highly qualified candidate harm the program. This does not mean that the institution will appoint the best qualified candidate if they are not deemed adequate; it does mean that if a highly qualified candidate is identified during the period of search, that candidate will be appointed by the end of the designated search period, irrespective of sex, race, or place of national origin. If highly qualified candidates are not identified, the institution will not appoint.

5. At Eckerd College, we hire faculty into tenure-track positions with the hope that they will spend their careers here. They represent an important and exciting investment for the College as they bring new energy, creativity, scholarship, and pedagogies to our curriculum. The College is committed to the appointment of the most highly qualified candidate available and to aggressive search procedures to identify minority and female candidates. The purposes of the following procedures are threefold: to ensure that we follow a consistent practice across disciplines to recruit, evaluate, and interview qualified, talented candidates for faculty positions; to ensure that we follow Equal Opportunity Employer guidelines as well as abide by the Americans with Disabilities Act, Title VII, and other

federal and state employment laws; and to respect the privacy of candidates.

(a) Definitions of positions should be circulated by search committees to graduate institutions and other employment referral services known to the committee to possess highly qualified candidates. The College typically places the College Council approved job ad in The Chronicle of Higher Education. Faculty in the discipline should advise the Dean of Faculty's office regarding other publications in which the ad should be placed. Special efforts should be made to contact programs known to be graduating minority and/or female candidates, and to identify institutions known to be employing minority and/or female candidates qualified for appointment at Eckerd College.

(b) All notices of positions should clearly state that Eckerd is an equal opportunity employer; where possible, notices should state that Eckerd has a particular interest in obtaining knowledge of the qualifications of minority and female candidates.

(c) If initial search processes produce inadequately qualified female or minority candidates, or if time is short, a telephone search will be authorized by the Dean of Faculty. The Dean of Faculty may also authorize travel to selected institutions where it is believed a personal appearance by a representative of the College is likely to prove more effective than any other method of recruiting.

(d) In all faculty appointments, the institutional commitment to quality must remain unabridged, irrespective of all other considerations. The Eckerd commitment to quality is held to be fully consistent with its commitment to the appointment of minority and/or female personnel.

6. The composition of a search committee should reflect the perspective of the discipline and the collegium of the position as well as a College-wide perspective. A committee must therefore include the chair of the collegium in which the discipline is housed as well as a faculty member from outside of that collegium. Other members of the committee represent the discipline itself. Care should be taken to ensure that the search committee is not so large as to make scheduling meetings and interviews difficult. Typically, a search committee includes approximately six members. The chair of the collegium recommends the search committee to the Dean of Faculty for approval.

7. Confidentiality protects the integrity of the search process, the applicants for a position, and the College. All of the material candidates sent as well as all search committee discussions/deliberations and recommendations about candidates are confidential and should not be shared with anyone who does not have a direct role in the search. An on-campus interview candidate's CV and cover letter may be shared with individuals with whom the candidate will meet. No candidate materials should be shared with students.

8. With the approval of the Dean of Faculty, the search committee will invite its three most qualified candidates to campus for an interview. If a search has not yielded three qualified candidates, the committee should consult with the Dean of Faculty about whether to invite fewer than three candidates to campus, to reopen the search to additional applications, or to close the search until the following year.

9. A campus interview should take the better part of two days and must include meetings with the following individuals:
   - Dean of Faculty (60 minutes),
   - Associate Dean of General Education
   - Director of the Library,
   - Director of Global Education,
   - Director of Instructional Technology,
   - Chair of the collegium within which the candidate is to be appointed,
   - members of the search committee,
   - a representative group of students,

The Director of Human Resources (or someone the Director appoints) will meet with every candidate to whom an offer has been made. The Dean of Faculty's Office will notify HR upon receiving notice of and approving the search committee's selection for the position.

10. The interview schedule must include a teaching demonstration with students present as well as a research presentation to members of the faculty who are closest to the candidate's field of competence. Persons above named and candidates should be notified in advance of the method and schedule of interview. The schedule for the candidate should include preparation time for each of these important presentations.

11. Candidates for faculty positions should be fully informed of the institutional commitment to the Eckerd College mission, particularly the Foundations Collegium, mentorship, and the purpose and importance of the general education program in a liberal arts and sciences education.

12. After the campus interviews have concluded, the search committee will gather the reactions of all persons concerned with the appointment and will meet to discuss the relative merits of the candidates in order to make a recommendation to the Dean of Faculty about which, if any, of the candidates to hire.

13. Visiting artists, poets, musicians, and all half-time and part-time persons have a consequential impact on the life of the community. All full-time and part-time faculty appointments are to be interviewed and approved by the Dean of Faculty.

14. During correspondence and discussion with candidates, budgetary matters such as salary, benefits, expenses associated with the position, and future development of the position in terms of promotion, salary, and tenure will be discussed exclusively by the Dean of Faculty. The Dean of Faculty will consult with the collegial chairs before discussing these matters with the candidate.

15. Upon recommendation of the Collegial Chair and the search committee, the Dean of Faculty will contact the candidate offering the position, stating the terms of employment. Letters of appointment to faculty positions proceed solely over the signature of the Dean of Faculty or their designate.

16. Candidates who have been decided upon negatively will be informed by the search committee.

17. Permanent appointments will not ordinarily be made in the absence from the search process of the collegial chair and senior faculty in the discipline. This requires careful advance planning on the part of collegial chairs and faculty members in light of hexennial leaves and other absences.

18. Where program demands are imperative and time is not available, permanent appointments will not be made, but only temporary appointments with specific limiting conditions.

19. Persons appointed to part-time or temporary full-time status are not on that account eligible for movement to permanent status, nor do they enjoy preference over others whose names and qualifications may be identified during the search process.

20. Where talented persons are identified apart from any defined program priority, faculty members and others are invited to submit all information on these persons to the Dean of Faculty. Development of relationships with persons seeking positions at Eckerd College should be limited to personnel authorized to participate in appointive processes.

21. Reminders to search committees: (a) Send the candidate's CV to the Dean of Faculty prior to an interview with the candidate; it is kept on file in the Dean of Faculty's office. (b) When bringing a candidate to campus, consult with the Dean of Faculty's office regarding hotel selection as the College has negotiated rates with particular hotels. (c) Send all expenses involved in bringing candidates to campus to the Dean of Faculty's office for payment. Please note that expenses for alcoholic beverages will not be reimbursed, and meals should be taken in reasonably priced restaurants with no more than three members of a search committee.

Guidelines for the Appointment of Contingent Faculty Members
1. Appointment of contingent faculty members can be initiated by the Dean of Faculty, collegial chairs, or discipline coordinators and must be reviewed by the appropriate discipline and collegium well in advance of the anticipated term of service. Upon approval of the discipline and collegial chair, the recommendation

is then forwarded to the Dean of Faculty for appointment. No offer should be made to prospective adjunct faculty until this procedure has been completed. The term of appointment is by semester.

2.   Qualifications for contingent faculty members should ordinarily be equivalent to those expected of similar full-time regular appointments. Persons unusually qualified by experience or special accomplishments should not be excluded by this requirement. Qualifications should be reviewed in each case by the collegial chair, members of the appropriate discipline, and the Dean of Faculty.

3.   A contingent faculty member may be awarded full voting privileges in the collegium's governing body by a favorable two-thirds vote of the faculty members of the collegium. Contingent faculty members may attend meetings of the faculty, where they may have the privilege of the floor, but may not vote.

Responsibilities of Contingent Faculty
1.   Once appointed, contingent faculty members should be free to carry out their teaching under the guidance of the College's full-time faculty, to ensure that the educational objectives and standards of the program are being maintained.

2.   Newly appointed contingent faculty will be expected to participate in a college-sponsored orientation program on college policy and practices.

3.   Contingent faculty should arrange to be available to students outside of regularly scheduled class meetings in order to respond to course-related questions. The instructor should announce the schedule and means for such consultation at the beginning of each course.

4.   Contingent faculty will undergo the same student evaluation as regular faculty. Contingent faculty will be reviewed by the appropriate discipline, collegial chair, and the Dean of Faculty prior to any reappointment.

Phased Retirement Option Implementation Procedures
Detailed information regarding the Phased Retirement Policy can be found on the Human Resources website.

Emeritus Faculty
After retirement, faculty members with emeritus status will be entitled to

1.   faculty parking privileges;

2.   library circulation privileges;

3.   maintenance of an Eckerd College e-mail account;

4.   maintenance of an Eckerd College Google site;

5.   a mailbox in a collegium office;

6.   use of a college lab or office if space is available.

FACULTY EVALUATION PROCEDURES
(For purposes of clarity with regard to the evaluation of professional librarians, substitute librarian for faculty member and Director of Library Services for collegial chair in each instance below.)

Faculty evaluation at Eckerd College is a peer-review process, conducted by the Academic Standards Committee, comprised of one representative from each collegium and the Dean of Faculty. The Dean of Faculty chairs the committee and does not vote on tenure and promotion recommendations. The ASC evaluates faculty members for annual reviews, final tenure reviews, and promotions. It is the committee's responsibility to clearly address successes and areas for improvement, and it is

the faculty member's responsibility to respond to the committee's feedback and to demonstrate the ways in which they fulfill the College's requirements for tenure and for promotions in rank.

Performance Areas

All discussion of faculty evaluation must be embedded within an understanding of the nature of Eckerd College as an institution. We are a small liberal arts college with an historical emphasis on innovation, independent learning, and close teacher-student interaction. Since its inception, the College's mission has been to provide a first class education to our students while also offering close and caring mentoring relationships. Although much has changed in the decades since the College was founded, these core characteristics of the institution have not.

Evaluation of faculty at Eckerd College has traditionally been based on their performance in four areas: teaching, mentoring, professional productivity, and service. Inescapably, this evaluation is colored by the importance that the institution places on meaningful faculty-student interaction. This is apparent in at least three ways: 1) in the kinds of specific activities for which faculty are rewarded in each of the four categories, 2) in the level of performance expected in each area, and 3) in the relative weight given to each category in tenure and promotion decisions. Each of these issues is addressed in this section.

Throughout their careers, Eckerd faculty members are expected to maintain excellence in their overall performance; this includes the four categories of teaching, mentoring, professional productivity, and service to college and community. The criteria by which excellence is judged will vary among the categories: for teaching and mentoring, the expectation is that Eckerd faculty will be among the best at any institution. In professional productivity and service, excellence will be judged in comparison with institutions similar to Eckerd in teaching load and with similar resources to support research. While excellent performance is expected in all four categories, given the College's primary mission as a teaching institution, teaching and mentoring will be most important in tenure decisions. In promotion decisions, particularly to full professor, professional productivity will be given added importance because it is evidence of sustained "quality of mind," keeping abreast of one's field and continued effectiveness.

As a part of achieving excellence in the four tenure categories described below, it is also expected that faculty members will be able to collaborate and constructively cooperate with their colleagues. Such collegiality is essential to the functioning of any academic institution, especially one of our size. As the AAUP's 1999 statement "On Collegiality as a Criterion for Faculty Evaluation" suggests, however, collegiality "is not a distinct capacity to be assessed independently of… teaching, scholarship, service, [and mentoring]. It is rather a quality whose value is expressed in the successful execution of these [four] functions." As the AAUP statement argues, any evaluation of "collegiality" must not be used in an attempt to enforce homogeneity, conformity, or excessive deference to the opinions of senior colleagues and administrators. All faculty members have an obligation to serve both the needs of their disciplines and the overall mission of the College, and they must also avoid personal and professional misconduct. Within these fairly broad limits, however, faculty have both the right to free expression of opinions and also the right to dissent from their peers and supervisors.

While it is expected that individuals will vary in the way in which they approach their teaching, mentoring, service, and scholarship responsibilities, it is nevertheless possible to specify a common body of institutional expectations against which all faculty members will be evaluated. The following sections describe these expectations.

Teaching

Achieving excellence in teaching is necessarily the professor's first priority because Eckerd College is primarily a teaching institution. Faculty members are expected to improve their teaching skills continually throughout their careers. Expectations include: 1) mastery of subject matter, as well as knowledge of current pedagogical trends, textbooks, and materials; 2) setting and maintaining rigorous academic standards; 3) engaging students in dynamic and innovative ways inside and (if /when appropriate) outside the classroom; 4) achieving student learning outcomes in concert with disciplinary and program objectives; 5) serving as models of academic integrity, scholarly achievement, and life-long learning; 6) demonstrating collegiality toward others.

In addition to teaching within the discipline, faculty must be committed to the larger educational goals of the College as demonstrated by effective teaching in the general education program. It is expected that a faculty member will participate in the first-year core general education curriculum at least once prior to the tenure decision. Participation should include

the three first-year core classes (AT, HE, FYE) and include mentoring of incoming first year students. Library faculty will typically participate in the senior core program rather than in the first-year program at least once prior to the tenure decision. Exceptions to pre-tenure requirements must be approved, in writing, by the Collegial Chair, the Associate Dean for General Education, and the Dean of Faculty prior to the beginning of the tenure year. Thereafter, a faculty member will normally teach in the core general education program at least once prior to each hexennial leave.

Evaluating and Assessing Teaching Effectiveness
The annual activities statement will address teaching effectiveness in the classroom, as well as supplementary activities that support classroom teaching and student engagement. In addition to the candidate's analysis of their teaching effectiveness, this section of the annual statement may include discussion the following kinds of activities and projects:

- Developing new courses

- Supervising senior theses, Ford projects, Freshman Research Associate activities

- Creating and sustaining interdisciplinary programs

- Teaching a study abroad course or directing a study center abroad

- Engaging in collaborative research projects with students

- Sponsoring independent and directed studies

- Supervising internships and service-learning programs

- Developing and applying new instructional technologies that facilitate faculty/student interaction

- Participating in formative evaluation with trained peer observers and/or faculty mentors

- Developing new academic programs

- Attending teaching conferences and workshops

Sources for evaluating teaching include student course evaluation forms, a description and evaluation of teaching activities (including those listed above) on activity statements, and letters from discipline colleagues and the Collegial Chair. Faculty are also encouraged to request evaluation by trained peer observers, faculty mentors, or other colleagues. One may also submit information about students or former students from external sources if/when the information clearly validates the faculty member's teaching effectiveness.

Mentoring
One of the most important activities of an Eckerd College faculty member is mentoring students. Mentors are responsible for helping students with their academic programs, career plans, and personal growth. In addition to being knowledgeable about the College's resources and requirements, mentors care about the welfare of students and support them through referrals to other campus professionals as necessary. Mentors strive to help their student associates develop intellectual maturity: the ability to think critically, to make wise decisions, and to achieve greater independence and personal efficacy.

All full-time faculty members mentor a variety of students: first-year students, students within their academic discipline, and sometimes students in different fields. While teaching the first-year general education courses, mentors help their students adjust to the college environment and acquaint them with academic requirements. Mentors of upper-level students help their associates with specific majors and career planning. Mentors advise students on research projects, study abroad opportunities, graduate schools, scholarship and fellowship applications, career opportunities, club activities, and internships. Mentoring services extend beyond graduation as former student associates request advice and letters of recommendation.

Mentoring activities include but are not limited to:

- Post and keep regular office hours and be available for student appointments. Maintain lines of communication and respond in a timely manner to students' inquiries outside of class.

- Respond to student concerns and questions regarding academic issues. Be knowledgeable about College resources that can help students with problem areas, and assist them in making contact with the appropriate support services.

- Maintain confidentiality in compliance with the Federal Educational Rights and Privacy Act (FERPA).

- Refer students to support staff when academic or personal concerns arise.

- Meet with student associates before registration for each term to plan course schedules.

- Be knowledgeable about degree and major requirements, including the most current version of the general education curriculum and all associated requirements.

- Provide accurate information about the academic calendar and college policies and procedures.

- Encourage student associates to make steady progress toward meeting all graduation requirements. Keep accurate records of mentoring meetings about students' progress toward a degree.

- Verify the graduation status of senior student associates with the Registrar's Office. Note any unmet requirements and include a plan for meeting the requirements by the anticipated graduation date. Monitor the student's progress in meeting any outstanding requirements in the final semester prior to graduation. Work with the student and the Registrar's Office to ensure that all requirements are met or the graduation date is changed.

Eckerd College faculty members are expected to achieve a high level of effectiveness in mentoring. The ASC recognizes that mentoring loads may vary substantially and will consider the faculty member's load as part of their evaluation process. ASC recognizes that mentoring takes place both informally and with one's formal associates. Sources for evaluating mentoring include student mentoring evaluations, a description and evidence of mentoring activities on activity statements, and letters from discipline colleagues and the collegial chair. Faculty may also submit unsolicited emails, notes, and letters from students, parents, alumni, and colleagues that provide significant information about the faculty member's effectiveness as a mentor.

Professional Productivity
The faculty member is expected to develop and maintain a program of research, primary scholarship, or artistic production. Such activity benefits students by keeping professors abreast of current developments and new perspectives in their fields, promoting creativity and engaging students in the quest for new knowledge, encouraging professors to become models of lifelong learning, and connecting professors to other professionals in ways that benefit students in securing employment, post-baccalaureate education, and service-learning opportunities.

An active research program will normally include multiple peer-reviewed publications and/or exhibits, in addition to professional presentations of research. Such activities demonstrate external validation of scholarly/artistic work in the larger academic, intellectual, and artistic communities. A record of peer-reviewed scholarship will become even more significant in the evaluation of faculty members for promotion.

Professional productivity at Eckerd College, however, is not limited to a traditional, discipline-based definition of scholarship. In addition to the creation of new knowledge, professional productivity includes the integration, application, and presentation of knowledge.

Scholarship will vary among faculty and disciplines and may include theoretical or applied discipline-based research, interdisciplinary research projects, artistic performances and exhibits, and research into effective pedagogical approaches.

Professional productivity includes but is not limited to the following examples:

- Juried performances (e.g., in art, theatre, or music)
- Peer-reviewed journal articles, books, or monographs, whether print or digital
- Peer-reviewed book chapters or other publications
- Software development
- Significant grants
- Invited publications or performances
- Conference presentations
- Publication in conference proceedings
- Research with students leading to non-peer-reviewed publication or presentation

This list is not inclusive, and probationary faculty are encouraged to consult with their collegial chair and senior colleagues in the discipline as they develop their short- and long-term research agenda.

In writing their activity statements to the Dean of Faculty and the Academic Standards Committee, it is the responsibility of individual faculty members to provide documentation of productivity and to present arguments and evidence for including a given activity or product within the category. In presenting their arguments, faculty should also describe the impact and quality of their scholarship.

Individual disciplines may advise the Academic Standards Committee of the relative merits of professional products and activities in their fields. Faculty are also encouraged to solicit letters from one or two experts from outside the College in order to provide external validation of their work prior to tenure and promotion.

College and Community Service

Faculty governance is central to the operation of the College. Through standing committees and *ad hoc* groups, faculty are involved in the decision-making process throughout the institution. It is incumbent upon all faculty members to engage productively in the governance of the institution. To that end, all faculty members are expected to serve regularly on the College's standing committees. Faculty are also expected to be engaged in service to the College, and where appropriate, to the profession and broader community. An individual's contributions outside the College may vary depending on the stage of their career.

Faculty service to the College includes but is not limited to the following activities:

- Serving on standing faculty committees
- Serving on *ad hoc* faculty committees
- Serving on voluntary committees and in co-curricular programs (e.g., CSL Faculty Fellows, Spring Break service trips, sponsoring CPS events)
- Serving as discipline coordinator
- Serving as collegial chair
- Serving on search committees
- Overseeing and managing academic majors, minors, and concentrations
- Assisting the work of the offices of Admission and Advancement
- Reviewing writing portfolios
- Serving as a faculty advisor to student organizations

Faculty service may also include contributions to one's profession, such as:

- Serving as editor for professional journals
- Reviewing manuscripts for academic presses and journals
- Jurying art installations and performances
- Organizing conferences
- Holding offices in professional organizations
- Serving on committees for professional organizations

Faculty service may also include contributions to the broader community, such as:

- Work for charity or religious organizations
- Local governmental or political service

In evaluating service, the Dean of Faculty and the Academic Standards Committee will look at the overall pattern of contributions over the years. The faculty members, in writing their activity statements to the Dean of Faculty and the Academic Standards Committee, are encouraged to present arguments and evidence of College, professional, and community service.

Other Considerations
Since affirmative tenure decisions commit the College to long-term and costly obligations, other factors may enter into the decision, including the long-term projected enrollments in the individual's area of specialty, the number of other tenured faculty members in related areas, and program priorities of the institution.

Procedures
1. At the beginning of the academic year every faculty member will submit a self-evaluation of the year just completed and a statement of professional goals for the current year.

    (a) Every faculty member will evaluate the extent to which the goals of the past year have been achieved, and carefully assess the reasons for major successes and/or shortcomings. Tenured full professors, other than those who are scheduled for hexennial leave or who have returned from hexennial leave a year ago, submit only a brief updated list of professional activities.

    (b) The statement of professional goals will address both the short-term objectives for the coming year and long-term objectives. This goals statement should include objectives with regard to teaching, mentoring, professional productivity, and College and community service. Faculty planning for or returning from hexennial leave should make specific reference to such plans and outcomes when drafting goals statements and annual reports.

    (c) The long-term goals statement should reflect the major goals an individual sets for a five-year term period. It should note how those goals fit into the overall missions of the College and how they contribute to specific institutional priorities. They will reflect the main criteria evaluated in making tenure and promotion decisions and should identify measurable outcomes at the end of the time. It is recognized that in such a long-term goals statement some items will have higher priority in given years than other items. The advantages of a long-term goals statement are that (1) it lengthens the planning horizon of the faculty and sets the framework for writing the short term, annual goals statement; and (2) it is primarily developmental in focus. The long-term goals statement should be reviewed on an ongoing basis, with special attention to it in the year immediately preceding a hexennial and in the year two years after a hexennial. This timing coincides with the regular review of tenured faculty by the Academic Standards Committee.

    (d) The annual goals statement should be set in the context of long term goals and be adequately specific in that it lays the basis for an objective evaluation of success at the end of the year. By writing goals statements on an annual basis, faculty have the opportunity to incorporate any planned professional activities that may occur during the summer into their goals statements.

    (e) The statements of self-evaluation and goals will be submitted together, with a clear distinction of where one ends and the other begins. These will be submitted to the Dean of Faculty and appropriate collegial chair by September 15. The person being evaluated has the option of meeting with the collegial chair to discuss this joint evaluation/goals statement. Collegial chairs will be responsible in their comments for placing each annual evaluation in both a short term and a longer term perspective. A copy of written comments made by the chair should be sent to the faculty member and to the Dean of Faculty. The chairs will have access to previous evaluation statements in the faculty file, which is a digital compilation of materials relevant to an individual faculty member's evaluation, tenure, promotion, and post-tenure review period. Files are secure

and accessible only to the faculty member, collegial chairs, the Academic Standards Committee, and the Office of the Dean of Faculty's office. Faculty members may access their digital files and add materials with assistance from the Executive Assistant to the Dean of Faculty.

(f) A faculty member is encouraged to respond in writing to any questions raised by the Dean of Faculty. Faculty also have the option of consultation with the Dean of Faculty. The collegial chairs and Dean of Faculty will not send written responses to tenured full-time professors in the years in which they submit brief updates of professional activities.

(g) The annual reports and written responses will become part of the faculty file. When a faculty member is due for a tenure and/or promotion decision in a given spring, an interim annual activity report should be submitted to the Dean of Faculty by the end of the second week in December.

A table of self-assessment report and hexennial reporting due dates, sorted by rank, is available at this link and posted on the Dean of Faculty's website.

2. During the academic year, every faculty member will be evaluated by students in each course through a carefully designed questionnaire. The tabulated results of these questionnaires will become part of the faculty member's file.

3. During the academic year, students will be given the opportunity to evaluate carefully and confidentially the performance of their mentor. These evaluations will become a part of the faculty file.

4. The chairs will send copies of their written evaluations to the faculty member under review. These faculty may submit written responses to the evaluation at any time. The evaluation of faculty and any written responses will become part of their faculty file. If there is any serious question about the contract renewal of an untenured faculty member, the Dean of Faculty or the Academic Standards Committee may request an acceleration of the annual evaluation process to correspond to the notification of termination dates which can be found under Tenure Policy in the Policies and Procedures section of the Eckerd College Human Resources website (https://www.eckerd.edu/hr/).

(a) To ensure the careful evaluation of faculty, it is essential that the information gatherers (chairs) do a thorough and systematic job. For each faculty member, the chair should speak to strengths and weaknesses discovered with regard to teaching, mentoring, professional productivity, and College and community service, and, if possible, make suggestions for improvement.

(b) The reports should include (1) procedures used for collection of information; (2) careful and factual indications of the information collected; and (3) judgments made in each category with clear indications of criteria used in forming judgments. Without attempting to be inclusive, it is expected that chairs will use the following sources of information about faculty performance: student course questionnaires, discipline faculty, course outlines and methods of evaluation, appropriate team teachers, appropriate committee chairs, class visitations, a personal interview with the faculty member or professional librarian, and evidence of professional productivity. To ensure the quality and thoroughness of this process, the Dean of Faculty and/or Academic Standards Committee is empowered to return a written evaluation to the chair for more careful attention.

5. In addition to the collegial chairs, tenured discipline colleagues are encouraged to submit comments on untenured faculty to the Academic Standards Committee.

6. Collegial chairs will complete a brief evaluation of the performance of tenure-track faculty that will provide the chair an opportunity to comment on particularly meritorious service and/or call attention to any serious deterioration in the performance of the tenured faculty. These will be submitted to the Dean of Faculty with copies sent to the faculty being evaluated, who are encouraged to respond to the Dean in writing. The annual statements by chairs and any written responses will become part of the faculty file. Those faculty who have not earned the terminal degree will ordinarily be ineligible for a favorable tenure recommendation. The criteria for awarding tenure can be found in the Policies and Procedures section of the Eckerd College Human Resources website (https://www.eckerd.edu/hr/).

Peer Observation Program
A voluntary peer observation program is available to all faculty—untenured, tenured, visiting, or contingent. Although highly recommended as a source of data about one's teaching beyond the quantitative measures from student ratings of instruction, peer observation is not required at the College. Those who choose to be observed can request *formative observation* (confidential and developmental) or *summative observation* (evaluative review). The Associate Dean for Faculty Development (ADFD) periodically offers peer observation training in a variety of formats (forums, workshops, or seminars) and distributes a list of faculty available as peer observers; peer observers can be drawn from the observee's discipline or from other disciplines or collegia. The ADFD also provides a *Peer Observation Handbook* with information about best practices in peer observation, suggestions for observers and those being observed, sample observation instruments, and recommended resources on peer observation.

Guidelines. It is anticipated that peer observers will meet with observees before the classroom observation take place to discuss the design of the course, its content, and learning objectives; the course's relationship to other discipline courses and to general education courses; the course syllabus, and the activities planned for the day of the observation. Soon after the classroom visit, the observer and observee will meet to discuss the observation and (in some cases) prepare a report for the observee's ASC file. Ideally, these classroom observations will be reciprocal, with the observer and observee trading roles and exchanging perspectives at some later time during the semester, so as to encourage an even richer dialogue about the diversity, complexities, and intricacies of teaching and learning.

The Teaching Development Committee. The members of the Teaching Development Committee—comprised of the ADFD and four faculty members—serve as peer observers, participate in training other peer observers, explore pedagogical strategies that contribute to teaching excellence at the College, and support new faculty members as they develop and expand their pedagogical repertoires. Committee members serve as models for open pedagogical practices by inviting colleagues to observe their classroom teaching; stay abreast of innovative pedagogies; and serve as resources for faculty interested in new teaching initiatives. The committee's charge is developmental and educational; it is not evaluative and does not provide feedback to ASC for tenure or promotion cases.

Academic Standards Committee Evaluation Procedures
The Academic Standards Committee, in order to ensure high standards of performance, will review each tenured faculty member every third year. This review should occur in the second year following a hexennial leave and in the year preceding a subsequent hexennial. These reviews are intended to facilitate the professional and personal development of tenured faculty and the quality of College programs through careful planning for and assessment of leaves of absence.

The Committee, through the Dean of Faculty, will communicate its evaluation to the tenured faculty member under review. These reviews and evaluations will occur during the fall semester. If, in the judgment of the Dean of Faculty, a special review and evaluation of a tenured faculty member is required because of deteriorating performance, the Dean may take the case to the Academic Standards Committee at any time.

The Academic Standards Committee will annually review the performance of untenured faculty members who have served at least one academic year. The members of the Committee will have access to the faculty file. The Committee may also request additional information for the evaluation. In a case in which a faculty member wishes to provide materials that cannot be digitized, they may provide those to the Dean of Faculty's Office to be included in the review period. The Committee, through the Dean of Faculty, will communicate annually to each untenured faculty member about progress toward a tenure decision, carefully indicating strengths and weaknesses discovered through the evaluation procedure. This review and evaluation will typically occur during the fall semester.

The College is committed to peer evaluation. During January, the Academic Standards Committee will review the performance of all faculty who have applied for tenure and/or promotion. For these reviews, the Committee will have access to the faculty file and will solicit special statements of evaluation for tenure and promotion from collegial chairs, discipline colleagues, and other faculty particularly close to a case under review. The Academic Standards Committee will submit their recommendation in writing to the President and to the Board of Trustees for approval.

The candidate will be notified prior to the tenure or promotion consideration that their faculty file is complete for purposes of review. The faculty member is encouraged to review their file before the materials go to the Academic Standards Committee. Faculty are also invited to respond to any letters in their faculty file.

Guidelines for Promotion in Rank

1. The four categories used in evaluating recommendations for promotion are the same as those used when considering faculty for tenure and are spelled out in the Tenure Policy found in found in the Policies and Procedures section of the Eckerd College Human Resources website (https://www.eckerd.edu/hr/). It is assumed that favorable promotion recommendations will be based on an assessment of continuing excellence in teaching, mentoring, professional productivity, and College and community service. While growth and development in all four categories will be assessed, excellence in teaching and mentoring will be the minimum requirements for promotion.

2. While the Academic Standards Committee considers nominations for tenure and nominations for promotion separately, nominations of faculty members for promotion from the rank of Assistant to Associate Professor may occur (a) prior to being considered for tenure (exceptional cases); (b) at the same time they are being considered for tenure; or (c) any time after they have obtained tenure. Nominations for promotions may come from any faculty member through the collegial chair. The expectation is that, regardless of the timing, the nomination for promotion should occur when the nominator believes that the faculty member has fulfilled the requirements described below and therefore can make a strong case for promotion.

3. To be eligible for promotion in rank to Associate Professor, a person will ordinarily have completed a minimum of six years of full time teaching or professional librarianship (three years of which must be at Eckerd College). If a person is not promoted to the rank of Associate Professor by the end of the tenth year of full time service, the Academic Standards Committee will review the case annually and communicate to the person the reasons why a favorable promotion recommendation has not been made. When considering promotion to Associate Professor, the Committee will expect evidence that the person has (a) developed as an effective teacher and mentor; (b) assumed an increasingly influential role on campus in the development of a learning community; (c) demonstrated professional activity in his/her field; and (d) started to develop a professional reputation beyond the College.

4. Promotion from the rank of Associate Professor to Professor will not be considered until a person has held the rank of Associate Professor for a minimum of three years. When considering promotion to Professor, the Committee will expect sustained evidence that the person has (a) continued to develop as an effective teacher and mentor; (b) assumed an influential role on campus in the development of a learning community; (c) kept professionally active in their field and developed a professional reputation beyond the College.

Suggested Questions for Use in Formulating Annual Statements of Professional Goals

The following questions are intended to provide guidance to faculty in writing annual statements of professional goals. They are not intended to be exhaustive, nor is a response to every one of them required; however, it is hoped that these questions will help faculty to focus and express their goals in a way that will be most useful to them and to those who are expected to review and comment on them.

Teaching
1. What courses will you be repeating?
2. What courses will be new?
3. What contributions will you make to the general education program and the major?
4. To what kinds of instructional methods will you be giving particular attention?
5. What plans do you have for reinforcing or strengthening your teaching skills?
6. What kinds of learning do you plan for your students to achieve?
7. How do you plan to use the information from your past course evaluations in planning for your teaching this year?
8. If you are planning to teach at Eckerd College in addition to your work in the undergraduate residential program, what do you plan to be doing (summer term, etc.)?
9. What are your longer-range goals (beyond this year) for course development and the strengthening of your teaching skills?

Mentoring

1. How many associates do you expect to have?
2. What do you expect to be the areas in which your associates will most need assistance and guidance?
3. What methods will you use to meet these needs?
4. What will be the evidence for assessing the effectiveness of your mentoring of this year's group of associates?
5. What are your longer-range goals (beyond this year) as a mentor?

Professional Productivity
1. What specific plans do you have for keeping abreast of current developments in your discipline?
2. What specific plans do you have for contributing in a scholarly or artistic way to your discipline?
3. What specific things do you plan to do in the way of presentations, consultations, or other outside work that accrue as the result of your professional competence?
4. What longer-range plans (beyond this year) do you have for your professional development and for making contributions to your discipline?
5. In what ways do you expect students to benefit from your professional productivity?

College and Community Service
1. What specific responsibilities have you agreed to assume or activities do you plan to undertake to serve the campus community: e.g., committee service, administrative responsibility, advising student organizations, special services to Special Programs?
2. What specific responsibilities have you agreed to assume or activities do you plan to undertake to serve the community beyond the campus: e.g., the church, social agencies, civic organizations, businesses?
3. What are your longer-range goals (beyond this year) in the area of on-campus and off-campus community service?

Faculty Evaluation Schedule

Sept. 15:   Faculty send annual activity reports and updated vitas (self-evaluations for the previous year and statements of professional goals for the current year) to collegial chairs (librarians to library director), with an electronic copy to the Dean. Self-evaluations will include the extent to which goals have been achieved and reasons for major successes/shortcomings. Professional goals will address both short term (coming year) and long-term objectives. Evaluations and goals will include teaching, mentoring, professional productivity, and College and community service (including plans/outcomes of leaves).

Sept 15- Nov. 30:   Collegial chairs/library director review faculty annual activity reports and submit comments to the Dean of Faculty. Comments are also sent to faculty, who may meet with chairs to discuss their evaluation. Faculty due tenure decisions will receive evaluations from collegial chairs by October 15.

Nov. 15:   Faculty due tenure and promotion decisions submit summative activity reports to the Dean of Faculty and collegial chairs.

Dec. 1:   Collegial chairs send their reviews of faculty due tenure and promotion decisions to the Dean of Faculty.

Jan. 31:   By this date, the Dean of Faculty will typically have met with faculty on the tenure track to communicate to them the substance of the Academic Standards Committee's review of their performance.

Spring: The Dean of Faculty sends untenured faculty members written responses to their annual activity reports. Faculty are encouraged to respond in writing to any questions raised by the Dean. Students complete Mentor Evaluation forms online.

Course Evaluations
Students evaluate faculty in each course.

Hexennial Leave
The College seeks to provide periodic opportunities for the professional development of faculty, including professional librarians with faculty status, through hexennial leaves of absence for research, study, and travel. To be eligible, a faculty

member must be tenured and hold tenure for a period of one semester and must have served Eckerd College for at least five years, excluding other leaves of absence, from the date of full-time appointment or from the time of their most recent date of eligibility. Recommendations for granting of hexennial leave will be determined by a vote among the five faculty members of the Academic Standards Committee.

In most cases, the courses normally taught by the faculty member will be omitted during their absence. Disciplines will plan their course offerings for a number of years in advance in order to minimize the problems that would otherwise be created by the omission of the courses of faculty members on leave. A faculty member not returning to the College may not have a hexennial leave. Awards are made on the condition that the faculty member will return for at least one academic year of full-time employment. If a faculty member, after receiving notice of approval of a hexennial leave or while on hexennial leave, gives notice of not returning to the College, the leave will be canceled. If the faculty member is on leave, the College will no longer continue to provide financial support as of the date that the faculty member gives notice of no longer intending to return.

A hexennial leave is for one semester and Winter Term (or Autumn Term substitution) at full pay or for one year at half pay. The faculty member's total pay is not to exceed one-half of nine months' contracted pay for the year of the hexennial. The College will continue to provide all normal benefits for a faculty member on hexennial leave.

FACULTY TERMINATION FOR CAUSE
This policy includes other possible sanctions, but does not include the review of tenure denial. See **Advisory Committee on Dismissals. This policy is also posted on the [HR website](#).**

Termination for Cause
A tenure-track, tenured, probationary, or contingent faculty member may be dismissed for cause from employment by the College only on one or more of the following grounds:

1. Substantial neglect of duties, including refusal to perform reasonable duties assigned;

2. Demonstrable incompetence;

3. Conduct that gravely violates the values or accepted standard of conduct of the College community and/or

   substantially impairs the individual's fulfillment of institutional responsibilities;

4. Violation of the criminal law that places the institution or members of the College community in jeopardy;

5. Persistent and/or willful violation of any standard of conduct;

6. Intellectual dishonesty;

7. Acts of discrimination, including harassment, prohibited by law or College policy.

Adequate cause for a dismissal will be related, directly and substantially, to the fitness of the faculty member in his/her professional capacity as a teacher, mentor, researcher, or in other service to the College. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Only the Academic Standards Committee, the Dean of Faculty or the President may initiate proceedings for the dismissal of a faculty member for cause. In all cases, the Academic Standards Committee will be consulted before termination of a tenured faculty member.

Should the case for termination for cause include charges that are serious enough to render a faculty member unfit to carry out the duties as prescribed by the terms of employment, or if they constitute an immediate threat to students or the College community, the President or his designee may suspend the faculty member with pay (salary and benefits as allowed under College policy and Plan Documents) while the investigation and dismissal hearing, if any, are carried out.

The President or her/his designee will consult with the Academic Standards Committee concerning the propriety, the length and the other conditions of any pre-termination suspension either prior to or within five (5) College business

days of the imposition of the suspension. Salary and benefits (as allowed under College policy and Plan Documents) will continue during the period of this suspension.

If dismissal is determined to be the appropriate remedy, such dismissal may occur immediately or at the end of the academic term or year, depending on the recommendation of the Academic Standards Committee and the decision of the President.

Sanctions Other Than Termination

The same grounds for Termination for Cause may result in sanctions other than termination in the case in which a faculty conduct violation has occurred, but the Academic Standards Committee deems the conduct not grave enough to recommend dismissal, in which case the Advisory Committee is convened to consider sanctions lesser than dismissal.

The Advisory Committee on Dismissals may consider sanctions including, but not limited to, suspension; reduction in pay; withholding of salary increases for a specified period of time; withholding of hexennial leave benefits for a specified period of time; the requirement of specific training or professional development; written censure; public apology. The President can accept or decline these recommendations.

Such sanctions will only be made public to the extent that is required. For example, sanctions may need to be shared with discipline colleagues and a collegial chair for course planning and scheduling purposes.

Faculty Termination Procedures for Termination for Cause

Adequate cause for a dismissal will be related, directly and substantially, to the fitness of the faculty member in his/her professional capacity as a teacher, mentor, researcher, or in other service to the College. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Recommendation for dismissal of a faculty member may originate from the Academic Standards Committee or from the President or the Dean of Faculty, but in all cases the final determination to initiate dismissal proceedings rests with the President or his/her designated representative.

In cases of substantial neglect of duties (including refusal to perform reasonable duties assigned) or demonstrable incompetence, a recommendation to dismiss a faculty member will typically be preceded by two written warnings detailing the perceived deficiencies and corrective steps to be taken. In all cases, the College may move directly to proceedings for termination or other sanctions.

All termination for cause proceedings will include a Statement of charges, framed with reasonable particularity, by the President or the President's representative ("Termination Statement"). Evidence pertaining to such proceedings may be solicited by the Academic Standards Committee, the Dean of Faculty, and/or President from College faculty, staff, students, or Board members, or from relevant external parties, including law enforcement.

Tenured or Tenure Track Only Dismissal Procedures

The following procedures apply only to those faculty members on a tenure track or with continuous tenure. Procedures that apply only for contingent faculty are contained in the next section of this policy.

Upon receiving the Termination Statement including a summary of the evidence, the individual concerned will have a right to appeal to the Hearing Committee on Dismissals ("Hearing Committee"). Appeals must be made in writing and submitted to the Dean of Faculty within five (5) College business days of receipt of the Termination Statement. If no written appeal is received by the Dean of Faculty within the stated time, the individual concerned will have waived any right to appeal under this policy.

Either the College or the faculty member may request that the Dean of Faculty or her/his representative remove a member of the Hearing Committee for bias or interest. The reason for the removal request must be provided in writing to the Dean of Faculty. Members may also request to recuse themselves in writing to the Dean of Faculty. A Hearing

Committee must have at least three members. If necessary, the Dean of Faculty or his/her representative will appoint eligible faculty members to serve on the committee for a particular hearing. The Hearing Committee elects its own chairperson.

The Hearing Committee shall attempt to hold pre-hearing meetings with the parties in order to clarify the issues; effect stipulations of facts; provide for the exchange of documentary or other information; and achieve such other appropriate objectives as will make the hearing fair, effective, and expeditious.

Service of a notice of hearing with specific charges in writing will be made at least five (5) College business days prior to the hearing. If the faculty member does not appear at the hearing, the Hearing Committee will evaluate the available evidence and rest its recommendation upon the evidence in the record.

During the proceedings, the faculty member will be permitted to have an advisor from the Eckerd Community of his/her own choice. The burden of proof that adequate cause for termination exists rests with the Institution. All committee proceedings shall be considered private and confidential.
The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Hearing Committee in securing witnesses and making witnesses and appropriate documentary evidence available to the Hearing Committee and the faculty member.

The faculty member and the administration will have the right to cross-examine all witnesses. When the witnesses cannot appear, the Committee may choose to accept statements in writing.

The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence which is directly relevant to determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

If the Hearing Committee concludes that adequate cause for termination has not been established by the evidence, it will report that to the President. If the President rejects the report, he/she will state his/her reasons for doing so, in writing, to the Hearing Committee, the faculty member, and to the Board of Trustees. The Hearing Committee may submit a recommendation for dismissal, sanctions other than dismissal, or no action. If the Committee recommends sanctions, they shall make recommendations as to what such sanctions may include. The President will make the final determination regarding termination or the imposition of any sanction.

If the Hearing Committee recommends no sanction or a sanction other than termination and the President decides to proceed with the termination of the faculty member, the faculty member can appeal the President's final decision to the Board of Trustees. This appeal request must be submitted in writing to the President within five (5) College business days of the faculty member's receipt of the President's final written decision. The Board of Trustees shall decide the timeline and procedure for such an appeal.

Contingent Faculty Only Dismissal Procedures
In cases of substantial neglect of duties (including refusal to perform reasonable duties assigned) or demonstrable incompetence, a recommendation to dismiss a faculty member will typically be preceded by two written warnings detailing the perceived deficiencies and corrective steps to be taken. In all cases, the College may move directly to proceedings for termination or other sanctions.

All termination for cause proceedings will include a Statement of charges, framed with reasonable particularity by the President or the President's representative ("Termination Statement"). Evidence pertaining to such proceedings may be solicited by the Academic Standards Committee, the Dean of Faculty, and/or President from College faculty, staff, students, or Board members, or from relevant external parties, including law enforcement.

The individual involved may request a review of the evidence by the Advisory Committee on Dismissals. The review request must be made in writing and submitted to the Dean of Faculty within five (5) College business days of receipt of the Termination Statement. If no written review request is received by the Dean of Faculty within the stated time, the individual concerned will have waived any right for a review under this policy.

The Advisory Committee on Dismissals will review the Termination Statement to determine whether the decision was the result of adequate consideration in terms of the relevant standards of the Institution. The Advisory Committee on Dismissals may recommend a sanction other than dismissal, without its recommendation being binding. The President or her/his designee can accept or reject the recommendation of the Advisory Committee on Dismissals. The President's decision will be final.

Imposition of Sanctions Other Than Dismissal for All Faculty

Recommendation for the initial imposition of sanctions other than termination may originate from the Academic Standards Committee or the Dean of Faculty. In all cases the final determination to impose sanctions other than dismissal rests with the Dean of Faculty or his/her designated representative in consultation with the Assistant Vice President for Human Resources or his/her designee.

A recommendation to sanction a faculty member will typically be preceded by two written warnings detailing the perceived deficiencies and corrective steps to be taken. If the Dean of Faculty determines that the conduct of a faculty member justifies the imposition of a sanction, s/he will notify the faculty member in writing of the basis and details of the sanction, and a copy will be placed in the faculty member's file.

A faculty member who believes that a sanction is unfair or excessive may request in writing a review from the Advisory Committee on Dismissals. The Advisory Committee on Dismissals will review the details of the case and make a recommendation to the Dean of Faculty. If the Advisory Committee concludes that the sanction is unfair or excessive, it will report that to the Dean of Faculty. If the Dean of Faculty disagrees, s/he will report in writing to the Advisory Committee and to the faculty member. The decision to impose a sanction ultimately rests with the Dean of Faculty or an alternate appointed by the President.

Recusal

If any participant needs to recuse her/himself during any step of a disciplinary process, the participant will provide the reason for the request in writing, and the President or her/his designee will consider the request and appoint a substitute, if appropriate.

CHAPTER THREE

ACADEMIC POLICIES, PROCEDURES, AND GUIDELINES

General regulations governing academic policies and procedures are published in the *Eckerd College Catalog* and *Faculty Handbook*. All members of the faculty are expected to know and observe these regulations.

Academic Calendar: see annual calendar at http://www.eckerd.edu/academic-calendar/.

Academic Continuity Policy for Campus Closures

To minimize disruption to the academic program in the event of evacuation or closure of the college (particularly during hurricane season), faculty will prepare their courses and students for the possibility of unexpected interruptions each semester. In particular, at the beginning of each semester (and no later than the end of the first week), they will provide their Collegial Chairs with the following materials:

1. <u>Copies of syllabi for each class</u>. Each syllabus will include a contingency statement that establishes expectations for students in the event that the campus is closed. This statement should indicate that courses will continue over the closure, describe how this will occur, and refer to student responsibilities during and after an evacuation. An example contingency statement:

   If for any reason, Eckerd College is evacuated, students who leave campus for stays of overnight or longer should bring their texts, notes and syllabus so that they are ready to continue their course work. In such an event, check your Eckerd e-mail from your off-campus location and continue with the course work according to the syllabus and as delivered via Moodle.

2. A cover memo describing a back-up plan for semester courses in the event that the College is closed for a) 5-10 days during the semester and b) 2-4 months. The back-up plan should explain, for both the short and long closure, what faculty would do to deliver their courses and maximize the students' learning experience. An example back-up plan for a course:

   If we get an announcement of a possible evacuation, I will distribute 2 weeks of homework questions to students and have students work with the textbook and get as far as they can in answering the questions. I have a moveable homework assignment (not due for several weeks) and would go ahead and distribute it as well. If we have a significant break in the semester, my plan will be to convert my course to a form of an independent study. I will either describe the nature of the course to the students prior to evacuation or I will contact students (using contact information collected on the first day of class) if we evacuate in a hurry. As we continue to follow the course syllabus, individual homework assignments will include application of course concepts to assigned readings, a comprehensive reading journal, and an open book final. Depending on the circumstances, I will have students return their work via email or the postal service.

Academic Complaints

The design and delivery of academic course work is the professional responsibility of the faculty. The institution gives instructors, individually or collectively, the authority to structure course content, assign course requirements, determine due dates, and establish classroom policies based on practices that are professionally acceptable and applied equally to all students in a class. An academic grievance shall be confined to charges of unfair action toward an individual student with respect to course requirements, the application of due dates and extensions for late work, and similar matters.

A student who believes he/she has a legitimate grievance should follow the Complaint Policy (https://sites.google.com/a/eckerd.edu/student-complaints/).

Academic Honesty

Academic dishonesty occurs when a student fails to abide by the Eckerd College Honor Code. Any misrepresentation of a student's academic work may be considered academic dishonesty.

Academic dishonesty is defined as a violation of the Eckerd College Honor Code related to courses, coursework, or fulfillment of academic requirements. Academic dishonesty includes, but is not limited to 1) Cheating, which includes

obtaining information illegitimately, giving others information illegitimately, or acting as an accomplice in a situation of academic dishonesty; 2) Plagiarism; 3) Misrepresentation.

All allegations of academic dishonesty involving students are addressed using the Academic Honor Council procedures.

For detailed explanations of how to report and what the procedure is, please visit the Academic Honor Council website: https://sites.google.com/a/eckerd.edu/ahc/?pli=1

Accessibility
Eckerd College is committed to providing support services that enable students with disabilities to participate in, and benefit from, all College programs and activities. Eckerd College has placed the Office of Accessibility in the Center for Academic Excellence. Our policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Accessibility staff members serve as advocates, ensuring that students who qualify for support services receive the appropriate and reasonable accommodations. Accommodations are determined based on the individualized needs of the student, any relevant diagnoses and the recommendations made by the professional who conducted the evaluation. Examples of accommodations provided to students with disabilities include: extended test time, a testing area with reduced distractions, note takers and ADA-compliant housing. Further information can be found on the Office of Accessibility website.

Approval Voting System
For election to the **Faculty Coordinating Committee** (FCC), to the **Hearing Committee on Dismissals** and to the **Advisory Committee on Dismissals**, Eckerd College employs a version of the Approval Voting System. Eligible candidates are selected from among nominated full-time tenured/tenure-track Faculty of Eckerd College for the Faculty Coordinating Committee (FCC). Eligible candidates are selected from among nominated full-time tenured faculty for the Hearing Committee on Dismissals and for the Advisory Committee on Dismissals. For each of these committees, faculty may vote for all candidates they approve. This may be a portion or all of nominated candidates. Successful candidates must receive at least 50 percent plus one of the votes cast to be eligible to serve on these committees. Candidates with the most approvals above 50 percent win the election.

In Approval Voting, voters are thus asked only of whom they approve for these elected positions. Approval Voting is distinct from Preferential Voting where voters are asked to rank approved candidates. Approval Voting ensures that candidates are supported by over half of the electors. Approval Voting can be traced back to 1294 and Papal enclaves but became popular in modern times in the 1970s and is even used for the election of the United Nations General Secretary.

Area of Concentration
1. A concentration is a program of study that has been worked out by students with their Mentor, as well as a committee of at least three faculty members.

2. Every concentration must incorporate either a comprehensive examination, thesis or senior project.

3. A concentration plan must be submitted to the Associate Dean of Faculty for approval, and the approved plan filed with the Registrar no later than spring semester of the student's Junior year. Concentration contracts are available from the Registrar's office.

4. A concentration may require at least 8 courses but no more than 12 courses in one discipline, and no more than 16 courses altogether.

Assessment: See Educational Assessment.

Athletes, Missed Classes
1. Classes are to be missed by those participating in intercollegiate athletic programs only when participation is verified by a coach and only when conflicts in departure time for travel and competitive events are absolutely unavoidable.

2. All attempts will be made to schedule events that do not conflict with academic schedules.

3. Coaches will communicate to their teams that an individual player is responsible for giving faculty sufficient advance notice when a class is to be missed.

4. Players are responsible for all materials, tests, and class assignments given during their absence.

5. Classes will not be missed for practice sessions.

6. Absences for athletic events may not exceed the following limits:
    (a) four class periods for courses that meet three times per week
    (b) three class periods for courses that meet two times per week
    (c) two class periods for courses/labs that meet one time per week (every effort should be made prior to departure to arrange to attend an alternate lab period).

7. These absences are not to be considered in addition to the absence policies established in a particular course.
8. For further information regarding policies in intercollegiate athletics please see the student-athlete handbook here.

Attendance
Students are expected to attend all classes in courses for which they are registered. There is no college-wide class attendance requirement, but individual instructors may impose attendance requirements in particular courses. Students may be dropped from a course after the first two classes if they do not show up or do not communicate an acceptable reason for being absent to the instructor.

Auditing Courses
1. Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor.

2. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee published in the *Eckerd College Catalog*.

3. Entry is made on the student's permanent record concerning audited courses.

4. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar before the withdrawal deadline of the term, and the fee for the course paid.

Autumn Term: See General Education

Auxiliary Employment
Faculty members may have opportunities for income producing employment auxiliary to a full-time faculty appointment. Given the varied forms in which such employment opportunities present themselves, there is no disposition to regulate auxiliary employment through rigid rules. In all cases the faculty member's paramount responsibility is his or her professional duty to Eckerd College. Time-limited responsibilities which enhance professorial effectiveness are permitted. On the other hand, long-term commitments which make a high cumulative time demand are questionable, particularly if they necessitate absence from the campus when students expect to find personnel available. The controlling issue in all cases is whether the use of time detracts from or enhances professorial effectiveness.

Faculty who wish to undertake auxiliary employment must obtain the prior written approval of the Dean of Faculty.

See the Human Resources Policies and Procedures website:
https://docs.google.com/document/d/1Sd8wltHGz3x2zFrZ2UxpyydIaJAaKtWfEBjIFAiOg78/edit.

Center for Academic Excellence
The Center for Academic Excellence, located in Brown 101, provides academic support to students in the areas of time management, study skills, and strategies for reading, writing, and taking notes. The Office of Accessibility is part of the

Center for Academic Excellence. The Center also serves as a hub for tutoring services, the Peace Corps Prep Program, and merit-based national and international fellowships and scholarships (e.g., Fulbright). (https://www.eckerd.edu/excellence/)

The Center for Academic Excellence also houses the Office of Accessibility. Eckerd College is fully committed to providing academic and nonacademic support services and test/exam accommodations for students with disabilities, in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Accommodations may include but are not limited to: academic accommodations (e.g., extended test time, note-taker services), dietary meal-plan exemptions, housing accommodations, assistance with Service Animals or Emotional Support Animals, and accommodations for temporary conditions.   Accommodations are determined based on the individualized needs of the student, any relevant diagnoses, and the recommendations made by the professional who conducted the evaluation.

Cheating: See Academic Honesty.

Class Schedules
1. Faculty members submit proposed course and class schedules through discipline coordinators to collegial chairs. College Council, acting as a sub-committee of EP&P, approves all new courses/projects. The Registrar assigns rooms, coordinates the scheduling of classes, and disseminates the class schedules.

2. Classes should be scheduled in conformity with the weekly schedule in all but the most exceptional circumstances. When a small enrollment is anticipated, a course offering may be listed as "To Be Announced" (TBA), and it is expected that a regular time for the class meeting will be established soon after the beginning of the semester.

CLEP Credit
CLEP credit can be accepted only for those examinations approved by the faculty as stated in the *Eckerd College Catalog*. The amount of academic credit possible through CLEP is limited to three courses. Credit is awarded for exams in subject areas comparable to those accepted as transfer credit and must not duplicate courses accepted from other institutions or courses taken at Eckerd. Use of CLEP credit toward meeting the requirements of a major is at the discretion of the faculty. (https://www.eckerd.edu/catalog/)

College Program Series
Students attend at least four events each semester of their first and second years from a selection of at least twelve events identified each semester as part of the College Program Series. These events include presentations of topics of current interest, artistic events, musical or dramatic productions, and events focusing on issues of meaning, purpose and value. A student must attend at least sixteen College Program Series events as a graduation requirement. For transfer students, the number of required CPS events is determined by their class standing upon matriculation. Additional information can be found on the College Program website (http://www.eckerd.edu/academics/speaker-series/).

Comprehensive Examinations and Senior Theses/Projects
All students are required to complete a comprehensive examination or a synthesizing/creative thesis or project in the major or area of concentration. Ordinarily the comprehensive or thesis/project will be undertaken and completed during the Senior year.

All student projects, shows, and theses must be completed and approved by the Registrar (and for the theses by the librarian in charge of binding as well) by 5:00 p.m. on the last day of classes of any given academic year. If this requirement is not completed, the student may not receive a diploma from Eckerd College.

Comprehensive Examinations

1. The comprehensive exam provides students an opportunity to synthesize the skill, content and value dimensions of their encounter with their majors/areas of concentration. Although the comprehensives ordinarily involve a written component, they may take a variety of forms depending upon the nature of the major/area of concentration. In all cases, the evaluation of the comprehensive involves at least three faculty members.

2.   A maximum of one course or project credit may be earned for the special preparation and successful completion of the comprehensive. The regular grading system is applicable to comprehensive examinations, but a grade of C- or higher is required before the comprehensive requirement is satisfied. Extraordinarily high performance may be noted by "A with Honors."

3.   If a student registers for comprehensive examination credit during a term other than the winter term of the Senior year and has not completed four winter term equivalents, the student is required to complete a regularly scheduled or independent Winter Term course during the Senior year.

4.   When a student registers for comprehensive examination credit, tuition is charged. A student who has not met the requirements of the comprehensive examination by the end of the term may be given an extension of up to one year at the discretion of faculty.   If the student has not completed the work with a C- or better grade within one year, faculty will award a grade of D, F, or NCR (no credit).   Once the year has passed, the student must re-register and pay tuition again for comprehensive examination credit.

Senior Theses/Projects

1.   In some disciplines a Senior thesis or project may be required as part of graduation requirements. In others, students may be invited to undertake one or the other in lieu of a comprehensive examination. The thesis or project is a major undertaking and should enable the student to integrate the skills, content, and value dimensions of the discipline or disciplines involved. It may center in research, in a work or works of art, in analysis or criticism, or in a particular creative approach to a selected problem. The format is determined by the nature of the undertaking and is approved by the supervising faculty. When appropriate, it may include an extended written component.

2.   Evaluation and criticism of theses/projects engage at least three qualified evaluators, at least two of whom must be Eckerd College faculty members. Effort should be made to extend the base of response to more than those students and faculty participating directly in the project. Outside professionals, editors, critics, visiting faculty or others may appropriately be included in the process of criticism and evaluation. The grade for the thesis or project is assigned by the Eckerd College faculty involved.

3.   A student may earn a maximum of three course or project credits for the completion of a Senior thesis or project. The number of course credits is determined by the thesis/project supervising committee in consultation with the student. Students ordinarily register for these credits during the fall, winter and/or spring terms of the Senior year.

4.   Normally, grades for Senior thesis/project registrations will appear on the student's transcript when the thesis/project has been successfully completed. When a grade is submitted for the completed thesis or project, that grade is entered for each credit registration. In special cases where the thesis/project consists of clearly distinct components, the supervising faculty may award grades semester by semester. The regular grading system is applicable to Senior theses/projects, but a grade of C- or higher is required before the thesis/project requirement is satisfied. Extraordinarily high performance may be noted by "A with Honors."

5.   If a student does not register for thesis/project credit during the winter term of the Senior year and has not completed four winter term equivalents, the student is required to complete a regularly scheduled or independent Winter Term course during the Senior year.

6.   If a student registers for course credit(s) for thesis/project during the summer term, tuition will be charged.

     Senior Thesis Guidelines
     Thesis Invitations
     ●   The privilege of doing a senior thesis should be extended to seniors by invitation from the major discipline faculty members or a suitable advisory committee for interdisciplinary theses. An invitation should reflect the confidence of the faculty that the student will present a scholarly work.

- The invitation to do a thesis should be extended just before registration in the spring of the junior year. A student anticipating thesis work will register for thesis during registration.
- Final clearance for a student to do thesis work will be established upon completion of a Senior Thesis contract. This should be completed by October 1 of the student's senior year and submitted to the Registrar.
- Some projects do not seem appropriate as theses yet are desirable creative activities. We recommend the name *Senior Project* for these works, implying that they demonstrate mastery of certain creative skills. The same procedures for senior theses regarding invitation, registration, contract and defense of the project should be followed. Senior Art and Theater projects do not require a contract. *Senior Projects* which take book form can be optionally turned in to the Library for inclusion in the Eckerd College Library collection.

Submission Guidelines
- The final copy of the thesis must be turned in to the Library in print and electronic format by the stated date. The Library will check each thesis for appropriate title page, properly signed committee report, margins, and continuous pagination. The thesis will be bound and entered into the Eckerd College Library collection.
- Students must submit (via online form https://www.eckerd.edu/library/services/theses/) an electronic copy of their thesis to the library for long-term preservation. Electronic copies are stored electronically in the library's institutional repository, Eckerd Scholar https://scholar.eckerd.edu/esploro/, for archival purposes but may be made available for access with permission of the authors. Students will complete a copyright permissions form when uploading their thesis.
- Students should use the **style manual suggested by their collegium**. The library has reference copies of the major style manuals as well as an online Citation Style Library Guide.
- Library copies of theses must be printed double spaced, single OR double-sided on **8 1/2 x 11″ 100% cotton fiber paper** (aka ragabond or "thesis" paper, available at the EC Copy Center, office supply stores, or Amazon). For current pricing information, contact the EC Copy Center at copycenter@eckerd.edu. Margins should be one (1) inch on all sides. All other copies can be made on standard copier paper. Additional formatting and thesis templates can be found on the Senior Thesis Guidelines page online at https://www.eckerd.edu/library/services/theses/.
- Students and their research collaborators (if applicable) shall retain the copyright of their original thesis. Students will be asked for their sharing preferences upon submission of their electronic thesis. Students should work with their Thesis Committee and relevant collaborators to agree upon the level of sharing that they would prefer for their thesis. Students may change their sharing settings at any point by letting the library know their preferences.
- Students who want copies of their thesis bound for their personal use should contact the Library at 864-8336 or see the Senior Thesis Guidelines online (https://www.eckerd.edu/library/services/ theses/) for information about cost and how to turn in the additional copies. Students in the Natural Science Collegium should ask their thesis adviser about NAS requirements for additional copies of bound theses.
- Researchers are asked to respect copyright policy for any copyrighted excerpts, charts, tables, or images used within their thesis.

Discipline Responsibilities
- The time, date, place and title of each thesis defense should be circulated to the faculty twenty four hours in advance.

Preservation & Access
- Theses are cataloged in the library's online catalog so they may be accessed by other researchers. Electronic copies are stored in the college's institutional repository for archival purposes. Print theses are kept in closed stacks within the Library's circulation area, and are made available for in-library use upon request.

Composition Requirement: see Writing Competency Requirement and General Education.

Computer Resource Policy: See Information Technology Policies

Consensual Relationship Policy
The Consensual Relationship Policy can be found in the Policies and Procedures section of the Eckerd College Human Resources Policies and Procedures website
(https://docs.google.com/document/d/1KQSjx9MLqOQ25Xud5YGnv28DlyDIQTdkFcxghtAmPcE/edit)

Copyright and Intellectual Property
The Copyright and Intellectual Property policy can be found in the Policies and Procedures section of the Eckerd College Human Resources Policies and Procedures website (https://www.eckerd.edu/my/policies/)

Copyright Compliance in Course Materials
Copyright laws are designed to encourage creativity and innovation. Article 1 Section 8 of the U.S. Constitution states that Congress has the power "To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries." This means that authors have a limited amount of time (life +70 years) to control who can copy, distribute, publicly perform or display, or create derivative works (such as sequels or translations) based on their work. As a result, faculty must be mindful when incorporating copyrighted works in the classroom as unauthorized uses or those that do not fall within the fair use doctrine can put the College at risk.

The following FAQs provide an overview of copyright as it applies to course materials. Additional details and resources can be found in the Eckerd Library's Copyright and Fair Use guide (https://libguides.eckerd.edu/copyright).

What types of works are protected by copyright? Any work in a tangible form of expression is automatically protected by copyright. This includes:

1. literary works (including computer programs)
2. musical works (including any accompanying words)
3. dramatic works (including any accompanying music)
4. pantomimes and choreographic works
5. pictorial, graphic, and sculptural works
6. motion pictures and other audiovisual works
7. sound recordings
8. architectural works

(from Title 17, Chapter 1, Section 102 of the U.S. Code)

U.S. copyright law does not require placing a notice of copyright on the work or registering the work with the U.S. Copyright Office for a work to be copyrighted. However, registration may provide some benefits to copyright holders.

What types of works are not protected by copyright? The same section of U.S. code states: "In no case does copyright protection for an original work of authorship extend to any idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work." Other works not protected by copyright include:

1. Items that lack originality, such as phone books
2. Works in the public domain (see below)
3. Freeware computer programs
4. U.S. Government materials
5. Facts

What is the difference between copyright infringement and plagiarism? Copyright infringement refers to the unauthorized use or duplication of copyright-protected works for purposes that violate copyright law and do not fall under the exceptions or limitations described in the Copyright Act. Cases of copyright infringement are tried by the courts to determine legal liability and/or monetary damages.

Plagiarism is the use of another's ideas and words as one's own and is considered an ethical infraction possibly resulting in tarnished reputations and jeopardized careers (student or professional). Copyright and plagiarism are by no means mutually exclusive, but plagiarism on its own does not have legal consequences.

What are my options if I want to share copyrighted materials with my class? First determine if the material you have selected is copyrighted. Some may be in the public domain if published before a certain date, others may be open access or available through a Creative Commons license. Second, determine if your reading is already available as an electronic article or e-book through Eckerd College Library's databases. If so, access should be provided by including the persistent link to the article (also known as a permalink), DOI, or instructing students to find the article on the Library website.

If the material in question is not in the public domain, available as an open access item, or available through the library, consider whether your use falls under current Fair Use guidelines. The Fair Use provision of the U.S. Code (Title 17, Section 107) allows copyrighted materials to be used without permission in certain circumstances (criticism, news reporting, classroom teaching, scholarship, etc.). The Four Factor Fair Use Test is used to determine whether a copyrighted item may be used without permission based on the following criteria:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Making a fair use decision requires a reasonable and good-faith effort to evaluate if using the material tips the scales toward fair use, or against it. Documenting this decision process can be useful if an issue arises in the future. For additional information about copyright and fair use, see the Library's Copyright Guide, which includes a printable Fair Use Checklist and links to best practices in fair use for common situations in educational settings.

If you are unable to make a fair use justification, you might consider generating a course pack for your class, or placing readings on course reserve in the library.

How can I create a course pack for my class? Course packs (articles and book chapters bound together and sold to students as required course reading packets) can be created in one of two ways:
1. Individual faculty can submit the course pack materials through Barnes and Noble Education. Upon completion, the course packs are shipped to and sold at our campus bookstore. Contact the Bookstore for more information about this process (x8350; bookstore@eckerd.edu).
2. Individual faculty can place the course pack order directly with the campus bookstore manager. The order is submitted to a local company and the course pack is sold to students at the campus bookstore.

Why can't faculty sell photocopied course packs through the collegial administrative assistant? Copying and distributing articles and book chapters without obtaining copyright permission violates copyright law and is strictly prohibited. Selling course packs through the collegial offices *without obtaining copyright permission* is in direct violation of the fourth factor of the Fair Use test: "The effect of the use upon the potential market for or value of the copyrighted work." Collegial administrative assistants are not permitted to sell course packs and have been asked instead to direct faculty to the campus bookstore manager.

Can I distribute articles to my class as email attachments? No. It is a copyright and contract violation to download an article or e-book from a subscription database (either as an individual subscriber or as part of the library's subscription contract) and distribute it to your class. Instead, access should be provided by including the persistent link to the article, or, instructing students to find the article directly through the library's subscription databases.

Can I send linked articles to my class via email? Yes. If the article or e-book is available in full-text through one of the library's subscription databases, you can send the persistent URL to your class. This practice is not in

violation of copyright law because the library licensing contract with most database vendors allows the use of persistent URL linking. Linking to articles also allows the library to track usage for a particular resource. You can learn how to link articles or e-books from the library catalog on the [Copyright and Fair Use Research Guide](#).

Can I send website links to my class via email? Yes. Linking to an image, video, or public website is not copying. Any freely accessible website address may be distributed without restriction. Copying content from websites and distributing it in an email to a class without an accompanying URL can be in violation of copyright law *(not to mention plagiarism)*.

Faculty often ask if linking to content that is clearly copyrighted and posted without permission is permitted, such as an ebook version from a "free" textbook site that a student found online. While sharing the link is not a violation of copyright, it is an ethical violation and not a practice that should be endorsed or promoted by faculty.

Can I post articles on the Learning Management System (Moodle) without obtaining copyright permission?
Persistent links for articles or e-books available in full-text through one of the library's subscription databases or materials designated as open access can be posted in Moodle without permission. All other materials should be subjected to the fair use test to help determine if one's use falls within the circumstances allowed under the fair use exception. When posting readings to your online course Moodle page, the reading needs to include (1) the original copyright notice, (2) full citation to the original material, and (3) clear caution against further electronic distribution of the material, such as the following:

> *This document is protected under copyright and other intellectual property laws. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.*

Can I show a film or video in class? Films and videos may be viewed in class under the following conditions:
1. They must be shown as part of the instructional program.
2. They must be shown by students, instructors, or guest lecturers.
3. They must be shown either in a classroom or other school location devoted to instruction such as a studio, workshop, library, gymnasium, or auditorium if it is used for instruction.
4. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.
5. They must be shown only to students and educators.
6. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

Videos may not be shown if:
1. They are used for entertainment or for their cultural or intellectual value but unrelated to a teaching activity.
2. They are shown in a public performance, to an audience not confined to students, and not related to educational instruction, such as a sporting event, graduation ceremony or community arts or lecture series.
3. They involve an illegally acquired or illegally duplicated copy of the work.

Films shown outside of class in a public setting such as a campus event, film series, or student club activity requires the acquisition of additional public performance rights from the copyright holder first, even if an event is free.

Can I show a film or video in an online class? In 2002, the "Technology, Education, and Copyright Harmonization Act," or "TEACH Act," was added to copyright law as Section 110(2) to address how educators may use copyrighted works in online classes. For a use to be allowed under the the TEACH Act, material must be (1) an integral part of the course curriculum, (2) the length shown must be similar to what would be shown in an in-person classroom, (3) students are limited to those registered in the class, and (4) materials are only available for a short amount of time. In summary, online showing is permitted to the extent that it is similar in length to what one would show in the classroom.

Can I show films in class using my personal streaming accounts? You might subscribe to streaming platforms like Amazon Prime, Netflix, and Disney+ and also find content you would like to use in class that are exclusively on those platforms. These platforms have terms of use that often say something like the following, in this case from Netflix:

> *The Netflix service and any content viewed through our service are for your personal and non-commercial use only and may not be shared with individuals beyond your household.*

These terms of use technically prevent you from streaming films from your own account to your students. However, streaming films are often only available exclusively through these platforms. This creates a problem for providing access to these films for students in our classes, as they do not provide for institutional access to these films that we can subscribe to. It is the best approach to ask students to subscribe to these platforms themselves (just as they would buy a text), or even rent an individual film that is required for class. This protects you from violating the terms or use for your streaming providers.

Do I need to obtain copyright permission in order to distribute photocopied material (poems, short stories, encyclopedia articles) to my class? A single copy for teaching purposes, including only a small amount of a copyrighted work (e.g. one chapter of a book), is usually acceptable. However, photocopies should not replace the need for students to purchase books, and should not include consumable material like a workbook or test pages.

Photocopies do not require permission if:
1. The instructor owns the copyright to the material
2. The material is not protected by copyright (public domain) or have alternative models for licensing and sharing (creative commons, open access)
3. The material meets the Fair Use guidelines.

In most cases, the Fair Use guidelines should be applied to determine if copyright permission is needed. Copyright law does not provide exact amounts for how much of a work you can reproduce in the classroom but the following suggestions under *brevity* can be used as a guideline, but must be weighed with the other three factors of fair use to make a proper determination. The following factors apply to classroom copying (from the Copyright Act of 1976):

Brevity
Prose: Either (1) a complete article, story or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event an excerpt of up to 500 words.
Poetry: (1) A complete poem if less than 250 words and if printed on not more than two pages, or (2) an excerpt of not more than 250 words.
Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.
Special Works: Certain works in poetry or prose or in "poetic prose", which may combine language with illustrations and which fall short of 2,500 words, may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such a work, and containing not more than 10% of the words found in the text, may be reproduced.

Spontaneity
The copying is at the instance and inspiration of the individual instructor.
The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect
The copying of the material is for only one course, with no more than one copy per student in the course.
Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during a term.
There shall not be more than nine instances of such multiple copying for one course during a term.

> Every photocopy must have the complete citation and copyright notice prominently displayed.
>
> Sample copyright notice:
> *This document is protected under copyright and other intellectual property laws. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.*

Course Approval Procedure (see also Special Topics)
1. New courses and special topics are submitted to the Dean of Faculty on the appropriate Course Proposal form. All are available in electronic form from the Dean of Faculty's webpage (https://sites.google.com/a/eckerd.edu/dean-of-faculty/).

2. New courses must be approved by the discipline coordinator and the collegial chair before being submitted to the Dean of Faculty.

3. The EP&P Committee has delegated to the College Council the responsibility for approving new courses.

4. Summer term courses must be approved by the same procedure as academic year courses.

Courses seeking Global Perspective designation must include a statement indicating how they conform to the College's expectations for such courses. Courses fulfilling this requirement will encourage students to reconsider their own cultural traditions and assumptions within a global context and enhance their awareness of the interdependence of the local with the global. Such courses should provide insight into one or more of the global or transnational processes (ideologies, technologies, aesthetics, economics, cultures, media) that connect Western European and North American traditions with the rest of the world.

Courses seeking the Environmental Perspective designation must include a statement indicating how they conform to the College's expectations for such courses. Courses fulfilling this requirement will provide opportunities for students to make informed value judgments concerning the environmental consequences of personal and social actions. Such courses should provide insight into one or more of the ecological, political, economic, philosophical, or cultural frameworks for understanding and appreciating the natural world.

Course/Semester Hour Equivalents (Credit Hour Policy)
A course is the basic academic unit in determining degree requirements and academic load. A course, whether a class, project, directed or independent study, must have clearly stated expectations of the time needed by an average student to meet the requirements of the program at a passing level.

For each 3.5 semester hours of credit the minimum standard is that an average student be expected to devote, in class time, preparation, laboratory, studio, fieldwork, and conferences, at least:
       · 45 hours per week for an autumn term course, and 45 hours per week for a winter term course
       · 10 hours per week for a 15-week (semester) course
       · 5 hours per week for a 30-week (year-long) course

Student estimate of time requirement should be an item in all course evaluations.

For all official purposes which require that semester hour equivalencies be assigned to courses, all courses and projects shall be assigned the same value: 3.5 semester hours, except courses with at least a two-hour weekly laboratory in addition to at least three hours of class, which shall be assigned 4.0 semester hours.

Credit/No Credit Grading: see Grading System.

Dean's List
The Dean's List is compiled following the fall semester and the spring semester and includes students who completed four courses with a grade point average of at least 3.75. Students with incomplete grades at the time the list is compiled are not eligible.

Degree Requirements: for a full description of degree requirements see the *Eckerd College Catalog*
(https://www.eckerd.edu/catalog/).

Directed Study
1. Directed study courses are submitted, with a full syllabus and with the approval of the appropriate discipline coordinator and collegial chair, to the College Council for approval on the Directed Study Proposal form.

2. Normally, a maximum of three (3) independent and directed studies may be offered by a faculty member during a semester or term. The Dean of Faculty may grant exceptions in special cases.

3. No more than one (1) directed/independent studies may be taken during a semester or term by a student, with a maximum of four (4) towards a degree.

Dishonesty, Academic: see Academic Honesty.

Dismissals, Academic: see Standards of Satisfactory Academic Progress.

Disruptive Behavior in Instructional Settings
Policy Summary
Membership in Eckerd College's academic community entails a special obligation to maintain instructional environments conducive to learning, whether such instruction is taking place in the classroom (indoors or outdoors), a laboratory, an off-campus setting, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, substantially or repeatedly interfere with or obstruct class activities, or violate the rights of others.

Definitions
Disruptive behavior: conduct taking place in an instructional setting that substantially diminishes, impedes, or obstructs an instructor's ability to teach or a student's right to learn. Disruptive behavior is conduct that distracts, disturbs, intimidates, or threatens others in a manner that interferes with the educational process. Disruptive behaviors are defined by the professor and may include, but are not limited to:
- Talking over the instructor, speakers, or other students
- Making loud or distracting noises that disrupt others
- Sleeping, eating, or engaging in activities not related to or that interfere with instruction
- Holding side conversations
- Persistently speaking without being recognized by the instructor
- Using technology (e.g., phones, laptops) without the permission of the instructor or without an accommodation issued through the Office of Accessibility
- Repeatedly or frequently arriving late or leaving early
- Engaging in verbal or nonverbal behavior that distracts from the subject matter or discussion
- Making physical threats, harassing behavior, personal insults, and other inappropriate comments or behaviors toward another person, including name-calling, swearing, or other abusive or ridiculing comments
- Damaging college property or the property of others in the classroom
- Consuming alcohol or non-prescription or illegal drugs, smoking, vaping, or using other tobacco products in the classroom
- Failing to comply with faculty direction

NOTE: Because some of these behaviors may be violations of other college policies, the student may be referred to the appropriate office for possible disciplinary action.

IMPORTANT:
Disruptive behavior is not merely classroom dissent or civil expression of disagreement or views opposing those of a course instructor, fellow student, or other individual. At Eckerd, we encourage freedom of expression, including constructive disagreement, so long as this freedom is exercised in a civil and respectful manner and in accordance with this policy and instructions from classroom faculty.

IMPORTANT:
If the disruptive behavior may be related to a student's disability, the faculty should work with the Office of Accessibility to address the situation. If the disruptive behavior may be related to a Title IX case, faculty should consult with the Title IX Coordinator.

Instructional Setting: any location or space where the organized educational process for a specific course is occurring, including, without limitation, physical classrooms, online classrooms, laboratories, clinical or community settings, or in the field. For the purposes of this policy, instructional settings do not include other spaces or forms of one-on-one communication where organized teaching for the course is not occurring, including, without limitation, instructor offices or correspondence via email, letters, voicemail, etc. Faculty should consult the EC-Book for policies that cover disruptive behavior outside of instructional settings.

Policy

A. Faculty Rights & Responsibilities: Professors have the right to set expectations for their class and to define and communicate what constitutes disruptive behavior. Professors have the right to acknowledge and resolve or attempt to resolve disruptive behavior as a means of maintaining an instructional environment conducive to teaching and learning.

When disruptive behavior occurs, professors have the authority to direct a student to cease the offending behavior or to require them to leave the instructional setting. The professor may also adjourn the class or activity, or when necessary and appropriate, may summon campus safety personnel.

B. Student Rights and Responsibilities: Students have the right to learn in an environment free from excessive interference from their peers. Students also have the right to engage in academic discourse and to engage in civil and constructive disagreement with their instructors and peers, so long as such behaviors do not infringe on the rights of others in the instructional setting, including the students' rights to learn and the instructor's right to teach.

Temporary Dismissal from Instructional Setting

Professors have the right to define and assess the severity of a disruptive behavior. When a student engages in disruptive behavior, instructors should first warn the student (privately, if possible and appropriate) of the behavior. If the disruptive behavior continues, the instructor should then warn the student that if they refuse to cease the behavior, they may be dismissed from the instructional setting. All such incidents may be documented by the instructor in writing and shared with the student and collegial chair.

If the disruptive behavior continues after the second warning, the instructor may ask the student to leave the instructional setting for the remainder of the class period. In such instances, and no later than one business day after the dismissal, the instructor of record must document the incident by sending an email to the student summarizing what occurred and copying the student's mentor, the instructor's collegial chair, the Associate Dean of Faculty, and the Associate Dean of General Education, if appropriate.

Any student (or group of students) whose behavior endangers the safety of others in the instructional setting will be asked to leave immediately, and the incident will be reported to Campus Safety and Security.

Involuntary Withdrawal from Instructional Setting

If a student's disruptive behavior is extreme or repeated, instructors may dismiss the student from participating in a course or learning activity for the remainder of the semester. The procedure for an instructor to permanently dismiss a disruptive student is as follows:

1. The instructor must prepare a Statement of Facts (SOF) in Maxient (https://cm.maxient.com/reportingform.php?EckerdCollege&layout_id=0). The SOF must include:
    a. The name of the student engaging in disruptive behavior(s);
    b. The factual details of the disruptive behavior(s) or incident(s) that justify the proposed dismissal, as well as any relevant directions or warnings provided by the instructor and any meetings held to discuss the disruptive behavior(s) or incident(s);

c.   The names of any witnesses to the disruptive behavior(s);
d.   Any applicable dates, times, and locations of the disruptive behavior(s) or incident(s).
e.   Any attempts to resolve the disruptive behavior(s).

In preparing these statements, the use of quotes whenever possible is advised, as is the avoidance of conclusory statements and labels such as "the student is incapable of college-level interactions and is immature." Rather, instructors should focus on objectively describing the behaviors at issue (remember, the student is entitled to see this documentation).

2. The SOF must be submitted to the instructor's collegial chair, Associate Dean of Faculty, and the student within two (2) business days. The student will have two (2) business days to provide a written response to the SOF to explain the disruptive behavior and the student's position on dismissal from the course. The Associate Dean of Faculty will review all evidence provided by the student and instructor, may interview the parties, and may collect any additional information deemed necessary. The Associate Dean of Faculty will then approve or deny the permanent dismissal, and will send a copy of the SOF, the student's written response, and the decision to the Dean of Faculty and Registrar. The Associate Dean's decision must be communicated to the instructor and the student within two (2) business days of receiving the student's written response to the SOF.

3. A student dismissed from a course may not continue to attend the course while awaiting a final determination from the Associate Dean of Faculty or a final determination of any appeal. However, where practicable, the student shall be permitted to submit assignments, tests, and other work, as deemed appropriate by the instructor and Associate Dean of Faculty, so long as the student does not engage in any disruptive behavior during such submissions. The instructor will facilitate access to necessary materials for homework and tests.

Appeals

Students have the right to appeal the decision of the Associate Dean of Faculty. Appeals must be based on procedural irregularities, prejudice, or arbitrariness. Appeals must be submitted in writing to the Dean of Faculty within three (3) business days of the involuntary withdrawal from the instructional setting. The Dean of Faculty or their designee will review the materials and basis for appeal and will render their decision in writing within five (5) business days of receipt.

Drop/Add Courses

1. The drop/add deadline for fall and spring terms is the second Tuesday of classes; for autumn and winter terms, the deadline is the second day of classes.

2. Students may add or drop courses on-line through Thursday of the first week of classes in the fall and spring terms. Courses may be added or dropped through Tuesday of the second week of classes. The instructor's permission is required to add or drop a course in the second week.

3. Unless a course is dropped officially, an F grade will be recorded.

4. No course may be dropped after the drop/add period.

5. Drop/add procedures also pertain to independent and directed studies.

6. Students withdrawing from classes after the drop/add deadline and before the withdrawal deadline for a term have a W (Withdrawal) recorded on the permanent record; students withdrawing after the withdrawal deadline have an F (Failure) recorded on the permanent record.

Double Majors

1. Seniors with two majors must complete a comprehensive exam, senior thesis, or senior project for each major.

2. If a senior seminar or capstone is required by each major, then the student must take both.

3. No student may receive more than one winter term credit for one winter term.

Educational Assessment

The College is committed to faculty-driven, regular, and meaningful assessment of all academic programs. The philosophy underlying assessment is straightforward: the educational process benefits when academic programs have clear goals toward which they strive and a means by which to determine how successfully they are attaining them.

Eckerd College has designed an assessment process that is intended to be helpful in program improvement. Assessment information shall not be reported on an individual basis, and such information shall not be used for merit review or in tenure and promotion decisions. All assessment procedures have as their purpose the improvement of the institution, not comparisons of programs or individual contributions. Differences among disciplines and programs in terms of the applicability of particular forms of assessment must be honored.

Because many of the College's programs have few graduates per year, assessment activities are coordinated in a three-year cycle of data gathering, analysis, and informed action. As a matter of practicality, the majors have been divided into three tracks, staggering the reporting deadlines.

All majors must have stated, comprehensive Student Learning Outcomes relevant to the discipline. These statements should describe the knowledge, skills, abilities, etc. students should be able to demonstrate at particular points in a program of study. Outcomes must be measurable, and every outcome must have an accompanying benchmark of success toward which the discipline is striving.

Years one and two of the cycle consist of assessment updates, in which the discipline presents and analyzes data collected during the previous year, and discusses any resulting mid-cycle modifications. In year three, the data collection continues and culminates in an analysis of the three-year history. This takes the form of a comprehensive report that describes the learning outcomes, assessment tools, findings, analyses, and actions for improvement. Reports also include a reflection on the status and impact of modifications made in the previous assessment cycle.

The General Education program follows a similar assessment process. Approximately one third of General Education learning outcomes are assessed and reported on annually, which results in all outcomes being assessed over a three-year period.

All updates and reports are submitted to the Educational Assessment Committee for review and ultimate approval by EP&P.

Templates, sample reports, and other helpful information is available on the Institutional Effectiveness website: ie.eckerd.edu.

Environmental Perspective: see General Education Requirements in the College Catalog.

Evaluation: see Faculty Evaluation Procedures, Academic Standards Committee, and
                    Student Evaluation of Faculty/Courses/Mentors

Exceptions to Academic Policy

1. Any student who wishes to request an exemption from or a modification of an all-college requirement may petition the Dean of Faculty or designee using forms available online and in the Registrar's office.

2. Petitions must include detailed reasons for the request and receive prior approval from the student's Mentor, instructor of the course (if relevant), and collegial chair.

Examination Period/Final Examinations

Final examination periods are scheduled the last week of each semester. The schedule of the examination periods is available on-line each semester, and each course is allotted a three-hour time slot during the period. The Registrar disseminates a schedule of final examinations prior to the end of each semester. While there is no requirement that each course have a final examination, all final examinations are to be given only at the designated time for the given course.

Faculty Overload Procedures
In order to ensure adequate control and coordination of faculty overloads, the Dean of Faculty has requested collegial chairs to institute the following procedures:

1. A formal request for an overload comes to the Dean of Faculty through the chair of the collegium in which the "overloading" faculty member has primary affiliation.

2. The request from the chair states the reasons for the overload and gives an indication that the appropriate discipline coordinator(s) have been consulted.

3. On the basis of information available to him/her, the chair gives the Dean of Faculty a recommendation as to whether the request should be approved.

4. Normally the Dean of Faculty will authorize that a faculty member be paid to teach a single overload for each course or course section that is in addition to regular contractual obligations; however, in an emergency the Dean may authorize payment of a double overload for a single section of a course when the number enrolled is substantially in excess of that which would be enrolled in a single section of the course under normal conditions and, in the Dean's judgment after consulting with the College Council, no better instructional alternative is available.

Faculty Parental Leave Policy: see policy
(https://docs.google.com/document/d/1xEV7EjihlicV7lndve5DevccHb_zlnVOi71QSEVz4mE/edit)

Faculty Salary Continuation Policy/FMLA: see policy
(https://docs.google.com/document/d/1uwx17gwnMQvqpqFm-hmK8V2ojhV1JR4Erw9qZA8KvUA/edit)

Field Trip Policy
The Eckerd College Field Trip Policy can be found on the Risk Management Policies page of the Division of Business and Finance website (https://www.eckerd.edu/my/policies/).

Ford Apprentice Scholars Program
The Ford Apprentice Scholars Program at Eckerd College, initiated by a grant from the Ford Junior Foundation, provides opportunity for 20 selected juniors each year to participate in a two-year enhanced program designed to develop the skill and habits of professional scholars and to encourage them to consider college and university teaching as a career.

The students selected take two courses in the junior year, History of Ideas I and History of Ideas II, and do optional summer research. In the senior year, they work closely with the faculty sponsors in an enhanced major and take a senior colloquium. Funds are available for summer and research support. The two junior Ford courses may be used to fulfill the Humanities academic area requirement and either the Global or Environmental perspective requirement. If the teaching practicum is done for credit, the student arranges an Independent Study with the Ford Mentor.
(https://www.eckerd.edu/ford/)

Foreign Language Requirement: see General Education Requirements in the College catalog.

General Education
Since the College's founding in 1958, a core curriculum, taken by all students and taught by all faculty, has been at the heart of the general education curriculum. For a full description of the College's general education requirements please see the College catalog (https://www.eckerd.edu/catalog/).

> Governance
> The Dean of Faculty exercises leadership and has final administrative responsibility for the general education program. The Associate Dean of Faculty for General Education has administrative responsibility for planning and implementing the general education program in consultation with the General Education Committee and the Educational Policy and Program Committee.

The Educational Policy and Program Committee has responsibility for approving courses according to guidelines established by the faculty, although it may choose to delegate this task to the College Council as is currently done in the case of new courses. Individual faculty teaching loads are the responsibility of disciplines, collegial chairs and the Dean of Faculty.

Global Education Policy Guidelines

Students and faculty at Eckerd College have a variety of global education options: semester abroad, year abroad, off-campus winter term courses, spring-into-summer courses, etc. As new study abroad programs are developed they should be carefully designed to fit the following guidelines.

General Study Abroad Policies for Students

1. Students approved for study overseas should give evidence of a strong motivation to learn, competency in academic study, ability to take initiative in planning and modifying programs as circumstances demand, and, most important, high standards of self-discipline.

2. The selection of participants for an off-campus program is the responsibility of the faculty leader in collaboration with the Global Education office staff.

3. Student applicants are asked to turn in a completed application form, including their proposed courses of study, to the Global Education office. In addition, references from the student's mentor or one faculty member, and the Office of Community Standards are obtained by the Global Education office for each applicant.

4. Participation in the orientation program is required. Orientation is designed to prepare the students to live in the culture where the program is conducted, and to thoroughly acquaint students with housing patterns, academic expectations, social guidelines, and the faculty leader's authority

5. In the semester prior to their study abroad, student applicants to the program work out with their mentors their proposed courses. In cases wherein students are completing requirements for a minor, conversations should occur with additional faculty to ensure study abroad courses are acceptable.

6. The onsite director of an overseas program has the authority and responsibility, in consultation with the Office of Global Education and Dean of Faculty, to expel a student from the program if the student is involved in behavior which is harmful to him/herself, others or the program. In such instances, there is no refund and the student must return at his/her own expense.

7. The Global Education office makes available to participants suitable abstracts from laws of the host country and countries where they may travel with respect to drugs. It is made clear to all participants that they are legally bound by such laws.

8. A faculty member on leave should not assume responsibility for international independent study projects unless the work is essential to the student's program or related to the faculty members research interests.

London Study Centre

A center for overseas study is maintained in London and known as the London Study Centre. The director of the London Study Centre is a faculty member from Eckerd College, and care is taken to rotate the position among the members of collegia and disciplines.

1. Eckerd faculty applying for the directorship of the London program submit to the Director of Global Education an application form which includes clearance from the collegial chair and discipline coordinator. Applicants are screened and the appointment made by the Dean of Faculty in consultation with the Director of Global Education.

2. Any applicant rejected may present his/her case in writing to the Dean of Faculty.

3.   The Director assigned to the center will ordinarily be on full salary. The program costs must be designed to cover transportation from St. Petersburg to the overseas site and return for the director and spouse.

4.   The faculty resident director is responsible for working the business manager and the house manager to ensure smooth running of the financial arrangements, including maintenance work, contracts, hiring and dismissal of personnel as necessary, the check-in and departure of occupants, including keys, damages and damage deposits, and reporting to the Director of Global Education.

5.   The Resident Director teaches The British Seminar, required of all participants in the London program. The British Seminar
   a.   is organized around underlying themes to provide continuity and coherence to the program. It is also clearly interdisciplinary and intercollegial in character;
   b.   requires an adequate number of readings to be selected;
   c.   meets regularly;
   d.   incorporates a series of lecturers on appropriate topics;
   e.   incorporates special experiences involving films, trips, museums and other onsite experiences;
   f.   requires an appropriate number of written papers to be assigned. Assignments clearly specify the nature of the work, dates due, and relation to the central theme. Written work must be more than simply descriptive.
   g.   requires a final exam relating to orientation, readings, lectures and other experiences.

6.   Each semester the Resident Director prepares an evaluation of the colloquium and the program generally, to be submitted to the Global Education Office within 30 days of the conclusion of each semester abroad.

Winter Term Abroad

1.   Winter term faculty desiring to offer programs overseas discuss course plans with colleagues in their discipline and the collegial chair, the Dean of Faculty, and the Global Education Office.

2.   Winter term faculty carry out the academic program, maintain appropriate standards, and evaluate students in light of the course descriptions. Grades are to be submitted to the Registrar promptly after the end of winter term.

3.   Because of the demands made on faculty during the intensive winter term study abroad, it is expected that young children will not accompany faculty leaders.

4.   Approval of all Winter Term courses abroad is to be obtained from College Council.

Year Abroad

1.   The college endorses the concept of a Year Abroad Program especially for those language majors for whom this pattern may be especially useful.

Grading and Academic Credit for International Study

1.   Students are granted credit for all work judged to be part of a full-time schedule in the host country. The determination is made prior to student enrollment, if possible, by the Eckerd College Registrar.

2.   To receive four Eckerd College course credits, a student must complete the equivalent of at least thirteen (13) semester hours with a grade equivalent to C- or better.

3.   Year Abroad Programs satisfactorily completed with the approval of the student's mentor and the Registrar, are accepted by Eckerd College as the equivalent of a year in residence with normal progress toward

> graduation if the equivalent of nine courses (30 semester hours) are successfully completed with grades equivalent to C- or better.

4. Winter term credit is allowed in addition to the semester's credit if the period of study and the credit earned are sufficient to justify such an award.

5. Grades of Credit or No Credit are recorded on the Eckerd transcript.

6. Grades are not calculated in the Eckerd College grade point average (GPA), regardless of the program involved with the exception of programs consisting of Eckerd College courses.

7. Grades of D received from other institutions are not accepted for credit at Eckerd College.

8. Students choosing to study abroad through programs not affiliated with Eckerd College do so on their own by taking College Leave from Eckerd College. A student may present a transcript for evaluation after completion of the program; however, Eckerd College does not pre-approve transfer credit for international study outside of the Eckerd College affiliate programs. Students should consult with their mentors prior to study abroad in order to ascertain whether the courses to be taken might be applied toward their degree requirements. This does not, however, constitute a pre-approval of transfer credits.

Global Perspective: see General Education Requirements in the College catalog

Grade Appeal Policy
Grading is a matter of professional judgment of the course instructor. The institution gives instructors the responsibility of assigning grades based on a method that is professionally acceptable and applied equally to all students in a class. It must be recognized that individual faculty members may have different standards and individual approaches to grading that are valid. Eckerd College presumes that the judgment of the instructor of record is authoritative, and the final grades assigned are correct.

A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment, compared to the standard applied to other students. Only the final grade in a course or project may be appealed. In the absence of compelling reasons, such as clerical error, prejudice, or capriciousness, the grade assigned by the instructor of record is to be considered final.

If a student wishes to appeal a grade based on a compelling reason, such as clerical error, prejudice, or capriciousness, the student should make that appeal in writing to the Dean of Faculty's Office.

Grade Change
An instructor should change a student's final grade in a course only in order to correct an error. Out of fairness to other students in a class, a final grade should not be changed on the basis of additional work submitted after the deadline for completed work.

Grade Deadlines and Reports
At the mid-point of each semester, grades are submitted on-line by the faculty for all freshmen and for upper-class students who are doing failing work. These reports are intended to assist the student, the Mentor, and the instructor in the mentoring process.

Final grades for all students are submitted on-line by the faculty at the end of each semester and term. Faculty members are expected to submit grades for fall semester and winter term one week following the end of final examinations. The deadline for spring semester final grades is one week after completion of the final examination period, except for graduating seniors.

All graduating senior final grades are due 24 hours after the final examination or by noon on the Friday prior to commencement, whichever comes first. Grades for Independent Study, Directed Study, Thesis, Comprehensive Exams, or courses without final exams are due on the Monday of finals week.

The Academic Review Committee, meeting at the end of each semester, must have grades available to make decisions on student academic standing and eligibility for re-enrollment. All grades must be submitted before the Dean's List can be run for the semester.

Grading System
1. Approved grading symbols are: A (Superior), B (Good), C (Satisfactory), D (Poor), F (Unacceptable). Plus and minus grades may be given except a plus to an A or a plus or minus to an F.

2. A grade of C- or higher counts toward graduation requirements.

3. A grade of D- fulfills graduation requirements subject to limitations in specific majors. See descriptions of particular majors in the College catalog.

4. A comprehensive examination, thesis, capstone, seminar, or project must receive a grade of C- or better for graduation.

5. A grade of A/H (A with Honors) may be given for a comprehensive examination, thesis, or project only.

6. F grades are not removed from transcripts; notation is recorded on the transcript of any substitute grade earned.

7. Students may not repeat a course for credit unless they receive a D or an F, need to repeat the course in order to progress in sequence, and have the approval of the instructor and the Dean of Faculty. Both the original course and the repeated course remain on the student's transcript, but only one of these courses may be used to meet the graduation requirement of 36 credits.

8. An F is recorded unless a course is dropped officially.

9. Incomplete grade (I)
    a. A grade of I (Incomplete) indicates that, although a substantial proportion of the course requirements have been met, all course requirements are not completed by the end of the term and that, in the judgment of the instructor, extension of the deadline is both appropriate and a reasonable limit for the completion of remaining work. Typically, an instructor might consider giving an Incomplete grade when the reasons for the unfinished work are circumstances beyond the student's control (Examples: personal illness or injury, family crisis, death of a close friend or relative).

    b. A grade of I should not be given to students who have submitted minimal or no work during the term or who, in the judgment of the instructor, have not adequately participated in the course.

    c. Unless an earlier deadline is set by the instructor, a student must complete the work required as follows:

        ● Autumn Term Incomplete – Due on or before October 1
        ● Fall Term Incomplete – Due on or before March 1
        ● Winter Term Incomplete – Due on or before March 1
        ● Spring Term Incomplete – Due on or before October 1
        ● Summer Term Incomplete – Due on or before October 1

    d. If the work is not completed by the deadline above or an earlier deadline imposed by the instructor, the Incomplete automatically becomes an F unless the instructor wishes to exercise one of the following options:

        ● Award a grade based on the portion of work completed.

- Give a one-time extension not to exceed the end of the current term, or in the case of Spring Term extensions for graduating seniors, no later than May 1.
- Students may petition for a grade of W as a result of an involuntary withdrawal due to circumstances beyond the student's control. When the grade report for changing an Incomplete grade to a W is submitted, the instructor must give a reason for the W grade.

    e. The grade awarded at the deadline, whether one submitted by the instructor or an automatic F, is final. (See also Grade Change). Grades replacing the Incomplete are entered using the approved grading symbols and are not preceded by an I.

    f. A grade of IP (In Progress) shall not be used in lieu of a grade of I (Incomplete). In special situations in which a grade is unavailable at the end of the term for academic reasons rather than incomplete work (Example: Spring into Summer courses), a grade of NR (Not Reported) may be given with the approval of the Dean of Faculty and subject to the deadlines above.

10. <u>Withdrawal grade (W)</u>: In the case of formal withdrawal before the withdrawal deadline, a grade of W is recorded. If withdrawal occurs after that point, a grade of F is recorded. When the withdrawal after the deadline is due to circumstances beyond the student's control, the student may petition for special academic consideration.

11. <u>Credit/No Credit</u>
    a. This option applies to all courses and Winter Term courses, subject to individual professor's approval. All courses and projects in which a grade of Credit is received count toward the 36 required for graduation.

    b. This grading option is not open to first-semester students.

    c. Students desiring this grade option must petition for the approval of the course instructor, Mentor and the Dean of Faculty.

    d. Petitions for the Credit/No Credit option must be submitted to the Dean of Faculty prior to the registration period of each term. There cannot be a change from one grading system to another after the beginning of any given semester/term.

    e. The assigning of the grade of Credit is an expression of confidence on the part of the professor that the student has successfully achieved the learning objectives of the course. The grade of Credit is comparable to work evaluated as C- or better.

    f. Grades of Credit and No Credit are recorded on the transcript and cannot be subsequently changed to letter grades.

    g. If a student has not completed the work for a comprehensive exam or senior thesis/project within one year, faculty may award a grade of NCR (no credit).

Graduation Requirements: see <u>Degree Requirements</u>.

Grants and Contracts Policy
The Eckerd College Grants and Contracts Policy can be found on the Policies and Procedures page of the Division of Business and Finance website (https://sites.google.com/a/eckerd.edu/business/policies-procedures).

Grievance Policy
Eckerd strives to maintain open communication and create an atmosphere of trust. In any work environment, there are times when the need arises to express concerns or complaints in a formal manner. The College recognizes the importance of providing an opportunity for its employees to express concerns and receive a fair and unbiased review of these concerns. (https://www.eckerd.edu/my/policies/)

Honors at Graduation
To be considered for graduation with Honors, a student must have completed at least 18 academically credited courses at Eckerd College with a specified grade point average. The criteria and designations for graduation with Honors are as follows:

> High Honors - 3.8 grade point average or above
> Honors - 3.6 to 3.79 grade point average

Eligibility for Honors is determined during the spring semester and is based upon grades accumulated by the end of the last semester of the Senior year.

Honor Code
Upon enrolling at Eckerd College, all students are asked to sign and uphold the following honor code: "On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate those behaviors in others." Faculty members shall include the honor code on the syllabus for each course and require students to write "pledged" and sign it on every assignment. (https://www.eckerd.edu/community-standards/)

Honors Program
The Eckerd College Honors Program is a liberal arts enhancement program designed to foster and nurture intellectual creativity and community among Eckerd's high-achieving students. The purpose of the Honors Program is to attract and retain excellent students to study at Eckerd College by providing them enhanced opportunities for learning and community building. Since the Honors Program is not tied to any discipline or concentration, Honors students are free to major in any discipline and still complete the Honors Program.

Selection of Students
Students must complete an additional application for the Honors Program. The Director of the Honors Program selects students as part of the first-year matriculation process.

Program Format
The Honors Program is closely tied to the Eckerd College General Education Program and includes the following coursework requirements:

- First-year Honors Program students are placed in Honors sections of Autumn Term, *Human Experience,* and First-Year Experience (FYE) seminars.

- During their second year, Honors Program students participate in two interdisciplinary courses with HP designations.

- During their senior year, Honors Program students in good standing are placed in Honors sections of the senior capstone general education course.

In addition to the coursework outlined above, Honors Program students have the opportunity to attend cultural events, network across cohorts, receive enhanced mentoring from their Honors mentors, and participate in other intellectually stimulating activities together.

All Honors students must meet the General Education requirements, and all Honors students must meet the requirements of a stated major or concentration. A student who completes the Eckerd College Honors Program has that fact recorded on the transcript. Whether the student qualifies for graduation "With Honors" or honors on comprehensives or theses is determined independently.

In order to remain in good standing within the Honors Program, students must maintain a cumulative G.P.A above 3.0 and make satisfactory progress in the completion of HP requirements. Honors students are also expected to uphold the highest standards of conduct and academic integrity.

Staffing

The Honors Program Director is appointed by the Dean of Faculty to work in planning and developing the academic honors program in cooperation with existing structures; supporting and advising honors students; organizing social programs and campus service; coordinating staffing; overseeing the budget; evaluating the program.

Mentoring

Mentoring is an important aspect of the Honors Program. The primary Mentor for first-year Honors Program students is the Mentor of their Honors Autumn Term and *Human Experience* sections. Similarly, upper-division collegia supply the primary Mentors for Honors Program students in the area of their academic major/concentration. Secondary mentoring is available, in cooperation with the primary Mentor, to design, monitor, and refine the Honors dimension of the student's studies.

Evaluation

The Honors Program is reviewed under the supervision of the academic dean every two years to assess (1) its ability to attract top students, (2) the success of students participating in the Honors Program, and (3) any changes that need to be made in the program.

Human Experience Requirement: see General Education Requirements in the College catalog.

Incomplete (I) Grade: see Grading System.

Independent Study

1. Independent studies are focused topics of study, research, artistic activity, or performance not typically available through regular course offerings.

2. Contracts must be drawn in advance specifying subject, method of inquiry, texts/materials, purpose, basis for evaluation and credit, and be signed by the instructor, mentor, collegial chair, and Dean of Faculty.

3. Grades for independent studies must be given by an Eckerd College faculty member.

4. Independent/directed study grades must be turned into the Registrar's office at the end of each semester, with the same deadline as all other grades.

5. Students who undertake independent studies must be of sophomore standing or higher, in good academic standing, and have the relative sophistication to work independently.

6. Independent studies cannot be used to meet general education requirements.

7. Students may take no more than one independent study per semester, with a maximum of four toward their degree.

8. No more than three independent studies may be taken during summer term by a student.

9. Normally, a maximum of three (3) independent studies may be offered by a faculty member during a semester or term, and three (3) during the summer. The Dean of Faculty may grant exceptions in special cases.

Individual Study

An individual study is a course that is published in the course catalog but that is not being offered during the particular term that a student needs it.

Information Technology Policies

Eckerd College grants permission to use IT resources to support the College's mission and the administrative functions of the College. Any individual or group granted permission to use Eckerd resources is responsible for using those resources in an appropriate manner, consistent with the mission of the College, and in compliance with Federal, State, local statutes, and Eckerd policies and procedures. A full listing of the College information technology policies are listed on this website: https://www.eckerd.edu/my/policies/.

International Students (https://www.eckerd.edu/admissions/international/)
1. International students are defined as those who are not citizens or permanent residents of the United States of America.

2. International students whose native language is not English may take a maximum of three composition courses for credit.

3. International students whose native language is not English are exempt from the foreign language requirement.

Internships

All students are encouraged to pursue internships that allow them to apply the knowledge and skills gained in the classroom in a professional setting while reflecting upon their own career development goals. Internships may be completed in one of four ways:
- As part of an optional or required course within a student's major (for academic credit);
- As an independent academic internship (for academic credit);
- As an non-credit-bearing academic internship sponsored by a faculty member (no credit awarded, but students may elect to include the experience on their academic transcripts);
- As a non-credit-bearing co-curricular internship pursued independently by the student.

In every case, an internship should generally include specific learning and/or professional development goals for the student as well as substantial activity with a work site or in the field (usually a minimum of 150 hours). The Office of Career Services, as well as the Scholarship and Fellowship Advisor, working in concert with faculty mentors, can assist students with searching for and applying for an appropriate internship opportunity.

Academic internships must include a faculty sponsor, who will work with the student to design an appropriate program of site work, reading and written assignments, and means of evaluating student work. Students may elect to receive a grade and course credit for an academic internship, or to take their internships for a Credit/No Credit grade. Students pursuing independent academic internships should use the Proposal and Academic Contract for Internship form, which documents agreement between the student, sponsoring professor, site supervisor, mentor, Director of Internships, and Registrar as to the organization and nature of the internship project. Once the proposal is approved by the Associate Dean of faculty, the student is registered. For academic reasons, as well as purposes of liability, it is necessary to have an agreement in writing prior to the commencement of an internship.

All academic internships must comply with the College's Independent Study and Internship Travel Policy, available on the Risk Management website of the Eckerd College Division of Business and Finance (https://www.eckerd.edu/my/policies/).

For more information visit https://sites.google.com/a/eckerd.edu/career-services/internships?authuser=0

Limits, Courses: Limits on course enrollments must be approved by the Dean of Faculty and College Council.

London Resident Director: see Global Education Policy Guidelines.

Majors
1. A major is an in-depth involvement in a discipline or an interdisciplinary program, which has been approved by the EP&P Committee, and is subject to the supervision of designated faculty members.

2. Every major must incorporate either a comprehensive examination, senior capstone, thesis, or thesis project (course designation 498 or 499).

3. Although the faculty and students involved in any major program, disciplinary or interdisciplinary, may be drawn from two or more collegia, each major program is under the administrative supervision of a particular collegium.

4. A proposal to create a new major shall be sent to College Council. Upon approval, College Council shall forward the proposal to the Educational Policy and Program Committee and shall make available a copy of the proposed major

to faculty in advance of the Educational Policy and Program Committee's meeting date, inviting faculty to read the proposal and communicate their views to their Educational Policy and Program Committee representative in advance of the meeting. The Educational Policy and Program Committee shall take into account the views of faculty in making its decision about the proposed new major.

5. A proposal to discontinue a major, originating from the administration or from the faculty, shall be submitted to College Council for review and then forwarded to the Educational Program and Policy Committee with a recommendation or analysis. The Educational Policy and Program Committee shall review the proposal and forward its recommendation to the administration. In making a decision, the administration shall consider carefully, but not be bound by, the Educational Policy and Program Committee's recommendation. Should the administration then decide to discontinue a major, it shall present and explain its intention to the faculty as a whole for response before taking action. The administration shall then report its decision, along with a report of the faculty's response as an addendum, to the Board of Trustees.

Major Requirements

1. The requirements for each major are listed in the *Eckerd College Catalog* at the beginning of each discipline's listing of courses. Majors are listed alphabetically.

2. A major or concentration must require at least eight but no more than sixteen courses including prerequisite courses. At least eight courses required for an approved discipline major must be in that discipline. The comprehensive examination, senior capstone, thesis, or thesis project (course designation 498 or 499) shall be considered a discipline course. No major or concentration can require more than twelve courses in one discipline. A senior seminar (course designation 410) in a major does not count as one of the sixteen courses. For majors that require fewer than sixteen total courses or fewer than twelve discipline courses, the determination of whether the senior seminar course (course designation 410) counts as a discipline course will be at the discretion of the major discipline.

Mentor Assignment
All full-time faculty members serve as academic mentors to a varying number of students, usually in their own discipline. Mentors provide counseling and advising services for their student associates prior to registration and throughout the academic year. Mentor lists are available on-line to faculty and staff.

First Year: Autumn Term, Fall and Spring Semesters
The faculty member teaching the student's Autumn Term and HE section serves as the student's mentor. First year students stay with the assigned mentor until they are assigned to an upper-division mentor in the spring of the first year.

Transfer Students
1. Prior to arrival on campus, junior, sophomore, and mid-year entry first year transfer students are assigned a Collegium based on their choice of major. First year transfer students entering in Fall term are assigned to the Foundations Collegium.

2. Once transfer students arrive on campus, they meet with the collegial chairs to be assigned a mentor and given an appointment time for a mentor meeting.

3. The collegial chair enters the mentor assignments on-line.

Spring Selection of Upper-division Mentor
1. In the spring semester, rising sophomores complete the Major Declaration Form.

2. Collegial chairs assign upper division mentors to the new majors, and the information is uploaded to Banner, allowing for the sharing of electronic mentor files.

3. Students meet with new mentors to fill out registration worksheets for the following fall.

4. Students receive a registration code from their mentor, which allows them to register on-line at their scheduled time.

Change of Major/Mentor
1. The student requests a change in major or mentor assignment (or the addition of a second major or mentor) directly from the chairperson of the collegium housing the desired major or mentor.

2. The chair accesses and completes the Major/Mentor Assignment Form on-line.

3. When the chair makes the changes, notification emails are automatically sent to those involved.

4. The registrar's office makes the changes in the Banner system.

It is advisable that collegial administrative assistants keep up-to-date and accurate records of all mentor assignments within the collegium.

Minor, Academic
An academic minor is an option available to all students and is required by some major programs of study. The academic minor consists of five or six courses from a single discipline, or from different disciplines with an interdisciplinary focus. Minors must be approved by EP&P. Requirements for minors are listed in the catalog.

A proposal to discontinue a minor, originating from the administration or from the faculty, shall be submitted in writing to College Council for review, and then forwarded to the Educational Program and Policy Committee with a recommendation or analysis. The Educational Policy and Program Committee shall notify all faculty in advance of its meeting, review the proposal, and forward its decision to the administration. The Dean of Faculty, as Chairperson of EP&P, will communicate the decision to the faculty as a whole.

Missed Classes for School-Sponsored Events
1. Classes are to be missed by those participating in a school-sponsored activity only when participation is verified by a faculty/staff advisor or coach and only when conflicts in departure time for travel and competitive events are absolutely unavoidable.

2. All attempts will be made to schedule events that do not conflict with academic schedules.

3. Faculty/Staff advisors and coaches will communicate to the participating students that an individual student is responsible for giving faculty sufficient advance notice when a class is to be missed.

4. Students are responsible for all materials, tests and class assignments given during their absence.

5. Classes will not be missed for practice sessions, rehearsals, etc.

6. Absences for school-sponsored events may not exceed the following limits:
    a. four class periods for courses that meet three times per week
    b. three class periods for courses that meet two times per week
    c. two class periods for courses/labs that meet one time per week (every effort should be made prior to departure to arrange to attend an alternate lab period).

7. These absences are not to be considered in addition to the absence policies established in a particular course.

Number of Courses a Student May Take
1. The normal load is four courses per semester and one Autumn or Winter Term course.

2. The full-time tuition fees cover a maximum of ten (10) courses during the academic year. This includes one short-term project, four courses each 14-week term, and one extra course. Sophomores, juniors, and seniors may

take the extra course in either the fall or spring 14-week term. First year students may take the extra course in the spring 14-week term. Year-long or two-year long courses may be taken without an overload charge. Registrations beyond these limits will result in additional tuition charges.

Off-Campus Independent Study
1. First year students may not take off-campus independent study.

2. Off-campus independent study may be taken only if the off-campus location is essential to the nature of the project itself.

3. Off-campus contracts are signed by the instructor, Mentor, collegial chair, and Dean of Faculty.

4. All off-campus independent studies must comply with the College's Independent Study and Internship Travel Policy, available on the Risk Management website of the Eckerd College Division of Business and Finance (https://www.eckerd.edu/my/policies/).

5. All international off-campus independent studies must comply with the College's International Independent Study and Internship Travel Policy, available on the Risk Management website of the Eckerd College Division of Business and Finance (https://www.eckerd.edu/my/policies/).

Office Hours
During regular semesters all full-time faculty are expected to schedule a minimum of 8 hours per week as office hours in which students and faculty can meet in person. These hours are to be held on campus and during times when classes are regularly scheduled. Office hours should be scheduled at the start of each regular semester, posted near the faculty member's office, and shared with the collegial administrative assistant. Individuals with reduced teaching requirements (for example Instructors) are expected to schedule office hours in proportion to their teaching load (for example instructors with a 2.0 teaching load per semester would be expected to schedule 6 office hours per week). Adjuncts are expected to provide means for students to consult with the instructor outside of class hours (email or phone contact). During on-campus short terms, faculty are expected to hold office hours and be available for consultation.

Outcomes Assessment: see Educational Assessment.

Parental Leave: see Faculty Parental Leave Policy (https://docs.google.com/document/d/1xEV7EjihlicV7lndve5DevccHb_zlnVOi71QSEVz4mE/edit)

Perspective Requirement: see General Education.

Perspective Courses Guidelines
1. For content guidelines see: Global Perspective Course Proposals and Environmental Perspective Course Proposals.

2. All perspective courses should be suitable for non-majors and should give explicit attention to values that enhance the quality of life. Thus, there should not be prerequisites for general education courses; however, in some rare circumstances a course may require a prerequisite. College Council will consider accepting such a course when a clear justification is evident. Reminder: Winter Term courses may be perspective courses.

3. A discipline course may serve double duty by meeting the guidelines for both the discipline and general education.

4. Since perspective courses are normally for Sophomores and Juniors, they shall have 200 or 300 level numbers.

Petitions: see Exceptions to Academic Policy.

Plagiarism: see Academic Honesty.

Probation, Academic: see Standards of Satisfactory Academic Progress.

ECKERD COLLEGE
FACULTY HANDBOOK

Purchasing Card (P-Card)
The Eckerd College Purchasing Card Policy as well as general information about p-card use can be found on the Purchasing Card page of the Division of Business and Finance website (https://sites.google.com/a/eckerd.edu/business/p-card).

Quantitative Competency: see General Education

Rahall Communication Center (https://www.eckerd.edu/rahall/)
The Rahall Communication Center is overseen by a faculty director and staffed by student peer consultants. Located in FT 235, the Center offers students assistance in the development of thoughtful, reflective, ethical, and effective oral communication skills.

Readmission to the College
Students apply to the Dean of Students for readmission to the college after dismissal for non-academic reasons or withdrawal. Students who were dismissed for academic deficiency must apply for readmission:
https://docs.google.com/forms/d/e/1FAIpQLSeN2ttrWOyh-99hs48Dkpl3KfhahkMMv-SU3xDb1whv-VEw8g/viewform

> See also Standards of Academic Progress.

Repeating Courses: see Grading System

Registration
1. All faculty and students receive registration information and instructions from the Registrar.

2. Faculty meet with their student associates prior to registration.

3. Students will not be permitted to take more than ten (10) courses (which includes one short term) during an academic year, excluding one-year and two-year long courses. A maximum of five of these courses may be taken in one semester. Exceptions to these limits may be made only after approval of a formal petition and the payment of additional tuition at the regular course rate.

4. Credit is awarded only if the student has officially registered for the course.

5. All students must register for a total of 4 short terms (Autumn Term and three Winter Terms) before graduation.

6. Students may be dropped from a course after the first two classes if they do not show up, or do not communicate an acceptable reason for being absent to the instructor, Dean of Students, or Dean of Faculty.

Semester/Year Abroad: see Global Education Policy Guidelines.

Senior Comprehensive Examinations, Theses, Projects: see Comprehensive Examinations, Theses, Projects.

Service Learning Travel Policy
The Eckerd College Service Learning Travel Policy can be found on the Risk Management Policies page of the Division of Business and Finance website (https://www.eckerd.edu/my/policies/).

Special Topics Courses
1. A course may be offered for one year with the approval of the discipline, collegium, and the Dean of Faculty.

2. A course must be approved by the College Council if offered for a second year.

3. Special topics are numbered 131, 231, 331, or 431.

Standards of Academic Progress

Normal Progress

Normal progress toward graduation is the completion of four courses each semester and a short term each year with grades of C or better.

Academic Review

At the close of the fall and spring semesters, the Academic Review Committee reviews the progress of every student who does not meet the cumulative grade point (GPA) minimum standard determined by class standing, is on academic probation, or is otherwise identified as not making satisfactory academic progress. The cumulative GPA refers to the student's Eckerd College GPA only. Mentors, instructors, and student personnel staff may be consulted. The Committee may place on probation or dismiss any student who in its judgment is not making satisfactory academic progress. In making such judgments, the Committee is guided by the following standards and notifies the Financial Aid office of each financial aid recipient affected.

Probation

A student whose Eckerd College cumulative GPA falls below 2.0 is placed on academic probation. Students placed on academic probation are notified of this action by the Academic Review Committee and are instructed on how to complete an Academic Recovery Plan. Students may enroll in up to four 14-week length courses during the term they are on probation.

Satisfactory Completion Rate

Students must successfully complete (D or better) 67% of courses attempted. Also, students may attempt no more than 150% of the total number of courses required for a degree. For Eckerd students, this means that the maximum number of attempted courses cannot exceed 54. Students failing to meet either of these criteria are placed on academic probation.

Subject to Dismissal

A student whose Eckerd College cumulative GPA falls below 2.0 for the second consecutive semester will be notified of being subject to dismissal for a third consecutive semester below the minimum standard. Academic probation may be continued longer than two semesters if in the judgment of the Academic Review Committee and/or the Dean of Faculty, the student's progress or the presence of extenuating circumstances warrants an extension.

A student who does not earn at least a grade of C- in Autumn Term will be subject to dismissal at the end of Fall Semester if the student failed to meet the minimum cumulative GPA standard of 2.0 or is otherwise identified as not making satisfactory academic progress in the Fall Semester following Autumn Term.

Removal from Probation

A student is removed from probation upon attaining the minimum GPA standard of 2.0.

Dismissal

A student whose Eckerd College cumulative GPA is below the minimum standard for the third consecutive fall or spring semester or who has otherwise been identified by the Academic Review Committee as not making satisfactory academic progress will be dismissed for at least one semester. Students dismissed for academic reasons are notified in advance of the next regular term by the Academic Review Committee. This notice also advises the student whether and, if so, when and how the student might be considered for re-admission. To apply for re-admission after a one-semester dismissal, a student should complete the Application for Readmission: (https://docs.google.com/forms/d/e/1FAIpQLSeN2ttrWOyh-99hs48Dkpl3KfhahkMMv-SU3xDb1whv-VEw8g/view form) Students may appear a semester dismissal under extenuating circumstances.

Second Dismissal

If a student is readmitted after dismissal, a second dismissal is final. Any exception must be approved by the Dean of Faculty.

Admission Under Special Circumstances
Students admitted under special circumstances will be subject to dismissal after the end of the first semester if they fail to meet the GPA minimum of 2.0.

Graduation
The minimum Eckerd College grade point requirement for graduation is a cumulative GPA of 2.0. Cumulative GPA refers to Eckerd College GPA only.

Summary of Academic Review Categories
Probation: After one semester of not meeting the minimum standard.
Subject to Dismissal: After a second consecutive semester of not meeting the minimum standard.
Dismissal: After a third consecutive semester of not meeting the minimum standard, or when otherwise identified by the Academic Review Committee as not making satisfactory academic progress.
Second Dismissal: A second dismissal is final.
Graduation: A cumulative GPA of 2.0 is required.
Cumulative GPA Minimum Standard: 2.0
Satisfactory Completion Rate: 67% of courses attempted.

Student Evaluation of Faculty/Course/Mentor:

1. Faculty are required to administer course evaluations for each class that they teach.

2. Online course evaluations are conducted at the end of each academic term. All course evaluations are to be administered in every course within the last two weeks of the semester; faculty may set specific survey windows within that time frame.

3. Course evaluations are to be completed in-class. Faculty should notify students in advance, so that they can bring laptops, tablets, or other internet-ready devices in order to complete evaluations.

4. Results are made available to faculty as soon as grades for all evaluated courses have been submitted.

5. Mentor evaluation surveys are completed online during the spring semester. Students will be notified by e-mail when the surveys are available and will receive an email reminder if the survey is not completed in a timely manner.

6. Results are made available to faculty members as soon as all grades have been submitted.

Summer Term

1. Summer term consists of two four-week units. Courses can be organized to fit either the four-week or eight-week frame. Students can take a course in either or each four-week period or can take two courses across the full eight weeks. In exceptional circumstances it might be possible for a student to take a total of three courses, one in each four-week period and a third across the full eight weeks, with permission of the Dean of Faculty.

2. No more than five courses in any one summer at either Eckerd College or other institutions may be applied to the Eckerd College graduation requirements, and no more than three of them by individual or independent study.

3. Summer term courses must go through the standard course approval process, and be approved for inclusion in the summer offerings by the appropriate discipline coordinator and College Council.

4. Normally, a maximum of three (3) independent/directed studies may be offered by a faculty member during summer term.

Teaching Load

The standard teaching load for regular full-time faculty members is seven courses or the equivalent over the academic year. Typically, a faculty member teaches one course in Autumn term or Winter term, three courses in fall semester, and three courses in spring semester. Lab courses count as one half of a course in a faculty load. In individual circumstances the standard load may be altered by the Dean of Faculty, as in the case of collegial chairs, faculty members who have

administrative appointments, and others with special assignments. A faculty member may also accept a maximum of three independent and individual studies during any given term or semester.

Title IX (https://www.eckerd.edu/titleix/)
Eckerd College is committed to complying with all requirements as set forth by Title IX of the Education Amendments of 1972 ("Title IX"). As such, discrimination on the basis of sex or gender will not be tolerated in any of College's education programs or activities. Such discrimination includes, but is not limited to: sexual harassment; sexual violence; sex or gender-based bullying; hazing; stalking; relationship violence (including domestic violence and dating violence), and failure to provide equal opportunity in admissions, activities, employment or athletics.

Faculty, like all College employees have a Duty to Report an incident of sexual misconduct to the Title IX Coordinator no matter how the information comes to them. If a complainant does not wish for his/her name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the complainant may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with federal law.

Faculty will include a Title IX statement in the course syllabus in order to ensure that students are made aware of their reporting options and resources for support. An example syllabus Title IX statement:

> *Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit http://www.eckerd.edu/titleix/.*

Additional examples can be found on the Title IX syllabus language webpage (https://www.eckerd.edu/titleix/resources/).

Further information can be found on the Title IX webpage http://www.eckerd.edu/titleix/).

Transfer Credit Approval
Eckerd College students must have the prior approval of discipline faculty to receive credit for courses taken at other colleges.

Transfer Students see Course Catalog (https://www.eckerd.edu/catalog/)

Travel Policy
The Eckerd College Travel Policy can be found on the Policies and Procedures page of the Division of Business and Finance website (https://sites.google.com/a/eckerd.edu/business/policies-procedures).

Winter Term
1. First-year students typically take an Autumn term course instead of a Winter Term course. They may, however, take a Winter Term course in addition to an Autumn term course at an additional charge as specified in the *Eckerd College Catalog* (https://www.eckerd.edu/catalog/).

2. Regular semester courses may not be taken as Winter term courses, except by petition.

3. A Winter term course in the major may be required by a discipline but it is not an all-college requirement.

4. Off-campus Winter term courses, including independent studies, must be arranged through the Global Education Office in advance.

5. Winter term exchange with another college is arranged through the Global Education Office.

6. No student may receive more than one Winter Term credit during a winter term.

7. Students who remain on campus during January, *for whatever reason*, must be registered in a Winter term course.

Winter Term Course Guidelines
1. An average student is expected to devote, in class time, preparation, laboratory, studio, fieldwork, and conferences, at least 40 hours per week for a Winter Term course.

2. Winter Term courses are expected to include a significant experiential component.

3. Typically, Winter Term courses should provide students an opportunity to explore topics outside the regular curriculum.

4. The course's academic component should be clearly defined.

5. Upon approval by College Council, a Winter Term course may meet a perspective requirement

Winter Term Abroad: see Global Education.

Withdrawal from Courses: see Drop/Add Courses.

Withdrawal from College
Withdrawal from the College is official only upon completion of the withdrawal form available from the Dean of Students. (https://drive.google.com/file/d/1FOB9nzq2c5md5T21SlWt4bDzuw-cxOzK/view)

Withdrawal (W) Grade: see Grading System.

Writing Center (https://sites.google.com/a/eckerd.edu/writing/center)
The Writing Center, located in Seibert 103, is available to assist students in improving writing skills and research competence. The center is directed by a faculty member in the Writing Excellence Program and staffed by students trained as peer tutors.

Writing Competency
For a detailed description of the writing competency portfolio see: http://writing.eckerd.edu/writing-portfolio

1. To meet the writing competency degree requirement, students must submit a portfolio of their own compositions to be evaluated by members of the faculty and Writing Excellence program.

2. Typically, portfolios will be submitted when the student attains junior standing.

3. Enrolling in Composition Courses and visiting the Writing Center may help with preparing the writing portfolio.

4. Students whose portfolios are judged inadequate must have taken or be enrolled in a composition course before re-submitting their portfolios for evaluation.

5. The Director of Writing Excellence will monitor all students for successful completion before the senior year.

6. The Registrar will not permit registration for senior theses, projects, or comprehensive examinations if writing competency has not been achieved. Students may petition for exceptions.

Portfolio Evaluation Procedures
1. The Director of Writing Excellence will announce two deadlines for submission of portfolios, usually in March and October.

2. An evaluation group consisting of composition faculty and faculty members from all five upper-division collegia will convene, conduct training in evaluation procedures, and read the submitted portfolios.

3. Every portfolio will be rated by at least two evaluators. Portfolios with conflicting ratings will be read by two additional readers; if after these readings the evaluation is split, the final evaluation will be made by the Director of Writing Excellence.

4. Each portfolio, taken as a whole, will be rated competent or inadequate. This overall assessment will be the grade of record.

5. The portfolio will be evaluated using a rubric based on a set of common core standards developed by the Writing Program Administrators (WPA). These common core standards include rhetorical awareness; critical thinking, reading, and writing; use of evidence; processes; syntax and mechanics.

6. Students will receive specific recommendations for action to improve an inadequate portfolio.

7. Writing Excellence Award: each academic year, a maximum of ten portfolios may be designated as excellent. Portfolios initially judged competent may be nominated by any faculty member for review as excellent. Members of the year's evaluation groups will confer the honor as merited. Students so honored will receive a citation and have their official transcript annotated, "Writing Excellence Award, [year]."

CHAPTER FOUR

MISCELLANEOUS INFORMATION

Academic Ceremonies
All full-time members of the faculty are expected to participate in academic ceremonies at Commencement. Faculty members should notify their Collegial Chairs and the Dean of Faculty when they are unable to participate.

Advocacy & Prevention Services: see Wellness Services

Alcoholic Beverages
Faculty use of alcoholic beverages (beer and wine) is permitted in the College pub. Florida state law limits the consumption of alcoholic beverages to persons who are 21 years of age or older, and Eckerd College does not permit the drinking of alcoholic beverages in any of the academic buildings. Other regulations concerning alcoholic beverages are published in the student handbook, the *EC- Book*.

Alumni Activities
The Director of Alumni Relations in cooperation with the Eckerd College Alumni Association Board of Directors supervises programs and activities for alumni throughout the year, including an annual Reunion on campus. Members of the faculty are sometimes invited to speak to alumni groups and to participate in their activities and are encouraged to do so whenever possible.

Calendar of Events
To publicize a student event, contact Campus Activities (Ext. 8421). To publicize an event open to the public, contact the Office of Marketing and Communications (Ext. 7978) or news@eckerd.edu.

Career Center
Each Eckerd student is on a unique journey to discover a meaningful life and how to put their liberal arts education into practice. The Career Center offers a holistic approach to career development that provides students with the skills and resources they need to become competitive applicants and confident professionals. https://www.eckerd.edu/career-services/

> **Functional Areas**
> Career Advising and Education
> The Career Center provides individualized and unlimited advising to students and alumni (for life). Career advisors hold advanced degrees, allowing them to provide in-depth expertise on areas that include, but are not limited to: career exploration, occupational research and discovery, job and internship search strategies, resumes, cover letters, interviewing, networking, job shadowing, digital branding, professional etiquette, personal statements, and graduate school applications.
>
> Advisors partner with faculty to develop resources and support classroom instruction by crafting presentations based on the goals of the course and instructor (see Career Services Faculty Guide below).
>
> Student Employment Program
> Each year, over 600 Eckerd students work as part-time employees of the College, resulting in over $1.2 million in annual spend. These experiences, supervised by over 100 faculty and staff, serve as a laboratory for students to practice and develop their professional skills.
>
> The Career Center is responsible for all administrative and programmatic functions of Federal Work-Study, International Student Work Program, and Student Assistantship positions. The team is responsible for onboarding each new hire (I-9, E-Verify, W-2, Direct Deposit, and time-entry training), training new supervisors, reviewing and approving all position postings, assisting students with their applications, initiatinging over 1,200 timecards annually, and serving as a central point of contact for faculty, staff, and students.
>
> Before supervising students, faculty must contact the Student Employment Coordinator for set up and training.

Employer Relations and Engagement

From advising employers on how to hire students and alumni to hosting networking events and sharing thousands of positions annually with the campus community, this area is pivotal to generating opportunities and sustaining relationships. Faculty are encouraged to work with the Employer Relations and Internships Coordinator to recommend Career Mentors, co-host events involving employers, or to share jobs and internships.

Resources

Career Services Faculty Guide: Learn how you can collaborate with the office, incorporate career education into your classes and mentoring, and find readings on career readiness.

TritonTrack: Eckerd's job and internship database and career services tool. Students use TritonTrack to book appointments with career advisors, connect with Career Contacts (see below), RSVP to events, and apply to jobs and internships. As supervisors, faculty have access to the employer module. Access to the faculty module (in order to see jobs, internships, and Career Contacts) can be set up upon request.

Career.eckerd.edu: This website houses countless resources for students, alumni, and faculty. Use it to find assessment tools (Strong Interest Inventory, Challenge Cards, etc), resume and cover letter guides, internship and job search information, guidance on interviews, networking, career exploration, and much more.

Notable Programs

Career Journal: This resource helps students develop and document their career story over the course of their time at Eckerd. Additionally, the Journal provides students with online resources to help them better understand themselves and their careers. Students are strongly encouraged to meet annually with a career advisor to discuss their Journal. They are also encouraged to share their Journal with their faculty mentor.

Career Mentors: A year-long program that pairs students with professionals (primarily alumni) to engage in monthly career-related conversations. Applications for students open each fall. Mentors are vetted and invited to the program based on their professional acumen and interest in working with students. Faculty are encouraged to recommend potential Mentors to Career Services.

Career Contacts: Any professional wishing to share career knowledge in the form of informational interviews, job shadowing, class / student club presentations, or mock interviews are directed to create a Career Contact profile in TritonTrack. This allows students to easily find and contact over 100 professionals. Faculty can be given access upon request.

Networking Nights: Every month, the Career Center invites 10 - 20 employers to campus to meet with students, discuss internships and jobs, create lasting connections, and help students practice their networking skills. Students from all disciplines are invited. Faculty are invited to join– employers enjoy meeting professors and gaining a better understanding of the Eckerd education.

Senior Series: This event series assists seniors in their transition to life after graduation. Topics have included job search strategies, budgeting, credit and debt, repaying student loans, understanding lease agreements, how to find housing, paying for transportation, making friends, what it means to be an alum, and even how to let go of Eckerd. The Series typically takes place over weekends and includes brunch.

Career Camp: Each summer, students are invited to work in small groups with the Career Center staff on professional topics. Camp is fun, informal, and offered remotely so students can join from home.

The Career Center is located in Lindsey Hall, next to the Pub. The best way to contact the team is to write to careerservices@eckerd.edu or call 727-864-8528.

Join the Career Center and Alumni Engagement in staying connected with alumni. Please share your former students' career successes by writing to careerservices@eckerd.edu and success@eckerd.edu. Please contact Alumni Engagement at alumni@eckerd.edu if you need to find an alumni for a particular project or presentation.

Community Standards
The Office of Community Standards is committed to developing, interpreting, and ensuring the fair adjudication of the College's EC-Book: Community Standards Policies and Procedures in order to provide a safe community for students to learn and grow. The essence of this community depends on how its members treat each other, and the expectations of student behavior is outlined in the College's Shared Commitment.

The Office institutes the conduct proceedings for violations of College policies. The student conduct process is not intended to punish students; rather, it exists to protect the interests of the community and to challenge students' moral and ethical decision-making, thus assisting them in bringing their behavior into accordance with our community expectations.

The Office can be reached by emailing communitystandards@eckerd.edu.

Copying Service
Faculty members are expected to use the copying code assigned to their collegium to make copies. Student copying and personal copying for faculty members may be done for a small fee per copy. The Copy Center has additional copying and printing services when larger quantities of copies are needed.

Counseling Services (see Wellness Services)

Disability Support Services: see **Accessibility** (https://www.eckerd.edu/aes/)

Health Services: see **Wellness Services**

Information Technology Services
The mission of ITS is to provide the students, faculty, staff, alumni, and friends of Eckerd College with world class technology and service. The ITS team includes desktop support, media services, administrative software support, instructional technology support, network support, and printing/copying support. ITS also oversees management of the student residential network which is contracted out to Apogee. The ITS website (https://its.eckerd.edu) contains more information related to service offerings as well as "how to" documentation. A "For Faculty and Staff" (https://its.eckerd.edu/for-faculty-staff) section of the website is focused on faculty and staff needs.

Insurance Information
For information regarding insurance, see the Benefits section of the Eckerd College Human Resources Policies and Procedures website (https://www.eckerd.edu/hr/).

Keys
Office keys are obtained from collegial administrative assistants or from Campus Safety and Security. There is a charge for replacing a lost key.

Library
The mission of the Eckerd College Library is to support the College's mission and academic programs by providing access to inclusive resources and spaces, teaching library users how to use these resources effectively, creating an environment conducive to learning, and offering individual assistance designed to foster academic success and personal growth. (revised 2022)

The library faculty works closely with the classroom faculty to achieve these goals of our mission statement and are readily available to assist in teaching students how to best use library resources through our Library Instruction Program. We encourage faculty to bring their collegium librarian into the classroom. To request library instruction, contact your collegium librarian or complete this request form (https://eckerdece.wufoo.com/forms/instruction-request-form/).

The library's collections and services are designed to support the college's undergraduate curriculum and to foster student success and lifelong learning. The library holds over 150,000 printed books, over 4,000 DVDs/BlueRays, and over 100 current print journals. The academic community has access to over 200 electronic databases and collections, 227,000 journal and newspaper subscriptions, and over 220,000 ebooks. Materials not available through the library can be requested through

the interlibrary loan service. The library has reciprocal lending agreements with the University of South Florida Tampa and St. Petersburg campus libraries.

Faculty members may check out books for 120 days; they may renew once, subject to recall. Periodicals, reference books, and student theses do not circulate out of the library. Lists of books and other materials to be placed on course reserve should be submitted to the library well in advance of each academic term.

Classroom and library faculty share in the responsibility for developing the library's collections. Tenured and tenure track faculty in each discipline are allocated funds for the purchase of books and other materials. Faculty members should confer with their collegium librarian about book and periodical selection. The library's collections policy can be accessed here. For more information on services for faculty, see the Library Faculty Services page: https://sites.google.com/a/eckerd.edu/library-faculty-services/

Mail Service
Faculty mail is delivered and picked up twice each day, Monday through Friday, in the collegial offices. Campus mail is picked up one day and usually delivered the next day. Off-campus mail relating to college business will be sent at college expense only when accompanied by a mail authorization slip. The cost of this mail is charged back to each collegium and other administrative budgets. The campus mail room is not a branch of the U.S. Postal Service, and any U.S. postal services required must be handled through a regular branch or main Post Office. The mail room personnel will assist in obtaining these services.

Materials and Supplies
Each collegium has a budget for the purchase of equipment, supplies, and services relating to its needs. Requests for such purchases are handled by collegial administrative assistants following prescribed Business office procedures. Stationery, office supplies, and similar materials may be obtained from the administrative assistants.

Maternity Leave: see Faculty Parental Leave Policy (https://www.eckerd.edu/my/policies/)

Office Space
Each full-time tenured/tenure-track faculty member is provided with a private office furnished with a desk, desk chair, student chair, filing cabinet and bookshelf. The Dean of Faculty, in consultation with Collegial Chairs, assigns faculty offices.

Parking (https://www.eckerd.edu/safety/parking/)
Parking on campus is provided for faculty members in parking areas with blue painted curb sections. Vehicle registration hang tags must be obtained from the Office of Campus Safety and Security. Faculty members should also know the regulations published in the *Traffic and Parking Regulations* manual, available from Campus Safety and Security.

Reservations for Meeting Rooms, Food Catering, Guest Rooms, etc.
To reserve classrooms and auditoriums for anything other than regular classes: for weekday use, call the Registrar's office, Ext. 8217; for evening or weekend use, call the Director of Conferences, Ext. 8542.

To reserve a room in the Continuing Education Center, call the Logistics Coordinator, Conferences and Summer School, Ext. 8020.

To reserve Bininger Theatre, call Theatre Faculty, Ext. 8268 or 8269.

To reserve the Chapel, call the Chaplain, Ext. 8587.

To reserve the Upham Board Room, call the President's office, Ext. 8211.

To reserve the faculty lounge in Armacost Library, call the Dean of Faculty's office, Ext. 8212.

To reserve Fox Hall, the Faculty Dining Room, or the Triton Room, call the Logistics Coordinator, Conferences and Summer School, Ext. 8028.

To reserve campus guest rooms in the dormitory complexes, call the Student Affairs office, Ext. 8421.

For food catering requests, email Bon Appétit at catering@eckerd.edu.

For a full list of on-campus venues and reservation procedures, visit:
https://docs.google.com/document/d/1QKmFfsqbKuL5VmcilOEICDMI_8DnoQ0Y24gHriyN144/edit

Sexual Harassment: see Title IX (https://www.eckerd.edu/titleix/)

Smoking
All Eckerd College work areas are smoke-free. Smoking is prohibited in all Eckerd College occupied office areas and in all related work or service areas under the control of Eckerd College, including all classroom buildings and faculty offices and the corridors or restrooms of those buildings. Smoking is permitted in designated smoking areas. The College's Smoke-Free Campus Policy can be found in the Policies and Procedures section of the Eckerd College Human Resources Policies and Procedures website (https://www.eckerd.edu/hr/).

Telephone Services (see Information Technology Services)

Textbook Orders
Orders for textbooks are made through the College Bookstore:
(https://eckerd.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=51053)

Wellness Services

Advocacy & Prevention Services
Advocacy and Prevention Services is dedicated to fostering a campus community based on respect, healthy relationships, and nonviolence. We provide confidential support and assistance within the Eckerd community to survivors of power-based interpersonal violence, the people in their lives or other impacted members of the community, and those looking for resources to support others. Additionally, we facilitate campus-wide advocacy and training efforts and coordinate violence prevention initiatives.

Power-based interpersonal violence impacts everyone – every gender, identity, sexuality, race, ethnicity, ability, religion, or background. The office strives to be inclusive and responsive to the unique experiences of each individual.

Advocacy and Prevention Services also coordinates alcohol and drug education and risk reduction initiatives across campus. We offer resources and connections to support for people in recovery, struggling with addiction, or impacted by someone else's substance use. As the head of the Prevention Workgroup, we collaborate with other offices to ensure access to shame- and stigma-free support and education for members of the Eckerd community.

Counseling Services
Eckerd College Counseling Services provides high-quality and culturally competent mental health services to all students. Services offered include individual, couples and group therapy in addition to consultation and crisis intervention. These services aim to enhance skill development, personal growth, psychological well-being and academic success. Any information related to Counseling Services, such as how a student can complete an appointment request, can be found at https://www.eckerd.edu/counseling/. Faculty, staff and students can call Ext. 8248 with any questions or comments.

Counseling Services is a free and confidential on-campus resource that occasionally works in collaboration with other support services on campus, when appropriate.

Health Services
See: https://www.eckerd.edu/health-services/

Student Outreach & Support (SOS)

Student Outreach and Support (SOS) coordinates the initial and follow-up case management services for students. In collaboration with the CARE Team, SOS staff proactively assist students experiencing personal, psychological, emotional, and / or academic concerns. Students of concern should be referred to SOS if any of the following is observed (this list is not an all-inclusive of behavior of concern):

- Any absence during Autumn Term
- Excessive procrastination, absences, and very poorly prepared work, especially if this is inconsistent with previous efforts
- Dependence- the student makes excessive appointments with faculty member
- Chronic fatigue, lack of energy, change in hygiene, or frequently falling asleep in class
- Impaired speech or confused, disjointed thoughts
- Repeated requests for special consideration (e.g. deadline extensions)
- Behavior that regularly interferes with effective classroom management
- Suicidal thoughts – referring to suicide as an option, even if in jest
- Marked irritability, including threats to harm others, aggressive, violent, or abrasive behavior
- Inability to make decisions despite repeated attempts to clarify and encourage
- Dramatic weight loss or weight gain
- Bizarre or strange behavior that is obviously inappropriate to the situation (e.g. talking to "invisible people")
- Normal emotions that are displayed to an extreme degree, or for a prolonged period of time (e.g. fearfulness, tearfulness, nervousness)
- Student that describes struggling with a mental health issue, substance abuse, sexual assault, or a stressful event in their life

Students of concern are contacted by SOS staff via phone, email, room visits, or RA check-ins (depending on the level of concern) to offer support. For students in need of assistance, SOS staff provide the initial assessment, and refer students to appropriate, ongoing support resources and services both on and off campus. On-campus resources include Counseling Services, the Office of Accessibility, academic coaching, etc.

To refer a student for support, please complete the referral form located at care.eckerd.edu.

COLLEGIAL GOVERNANCE

BEHAVIORAL SCIENCES COLLEGIUM
The Behavioral Sciences Collegium includes students and faculty interested in human and animal behavior. Given this interest we seek to understand better the function of observed behavior and the relatedness of different types of behavior. We study social institutions and human culture, how they are shaped by humans and how they in turn shape and mold human behavior; and we study human-animal relationships as well as animal behavior. We are also concerned with how the knowledge gained from these studies is applied in the real world, thus encouraging interaction between the theoretical and the practical.

The Behavioral Sciences Collegial Meetings
The Behavioral Sciences faculty meeting as a committee of the whole is the official governing body of the Behavioral Sciences Collegium. Membership in the collegium includes the Behavioral Sciences faculty and other administrative staff and faculty who wish to associate with the Behavioral Sciences. The chair is responsible for calling meetings, organizing the agenda, and chairing the meetings. The collegium meets monthly according to the College calendar.

Each full time member of the collegium has one vote in all decisions concerning the collegium.

COMPARATIVE CULTURES COLLEGIUM
Comparative Cultures is comprised of 1) those faculty members who have their main teaching responsibility in Comparative Cultures; 2) a representative from the Global Education office, ex officio; 3) a representative from the library staff; and 4) other members of the college staff who choose to have their primary affiliation with this collegium.

In addition to the full members of the collegium, other faculty and staff may apply to maintain an associate membership that carries no voting privileges, in consultation with collegial chairs and with a clear timeline. Such persons are informed of meeting times and are welcome to attend and participate in discussion.

The Comparative Cultures chair is responsible for calling, setting the agenda for, and presiding over the meetings. The Chair, together with the discipline coordinators, also reviews new course offerings, and oversees the scheduling of courses within the collegium.

CREATIVE ARTS COLLEGIUM
Governance procedures of the Creative Arts Collegium have evolved over the years. We do not have a formal constitution and do not want one. The Senate prefers the most informal possible mode of operation consistent with continuity.

The Senate. The collegial Senate is the policy making body of the collegium. It concerns itself with all aspects of collegial life and functions as an information exchange center. It is composed of all full-time faculty affiliated with the collegium and one elected or appointed student representative from each of the disciplines based in the collegium. Each member has one vote. In addition to these full members of the Senate, other faculty and staff are invited by the collegium or may apply to maintain an associate membership with the collegium. Such persons are informed of meeting times and welcome to attend and participate in discussion without vote. Full-time staff, upon indicating commitment to full involvement in the Senate, can be granted voting privileges.

Student Senators are either elected by the students in each discipline or appointed by the discipline faculty. A student senator to the faculty is elected by the Collegial Senate.

The Collegial Chair sets monthly meeting times, the formal agenda, and presides. The chair, as chief administrative officer, has the power to form *ad hoc* committees. The chair serves as direct liaison with the Dean of Faculty and the other collegial chairs.

FOUNDATIONS COLLEGIUM

The purpose of the Foundations Collegium is to provide a smooth and satisfactory transition for students from high school to college and to oversee the first- and fourth-year general education curricula. Components of the first-year program include Autumn Term, Human Experience, and the First-Year Experience (FYE) seminars. The General Education program has a dual emphasis on critical skills and civic values. The chair is responsible for coordinating the Human Experience course and other administrative functions related to first-year students. The chair works with course directors to coordinate the FYE program and Imagining Justice, the senior capstone General Education course. The Foundations Collegium also coordinates other functions of General Education, including, but not limited to: assessment programs for G, E, and M competencies, RSL courses, WI courses, and CPS requirements.

The collegium is composed of a chair, affiliated faculty from all collegia who teach in the first-year and senior General Education courses, as well as faculty who teach in the Writing Excellence program. A Program Administrator assists the Associate Dean for General Education and affiliated faculty.

LETTERS COLLEGIUM

The Letters Collegium is governed by a Council composed of an equal number of teaching faculty and students, other personnel with faculty rank, plus associate members from other collegia or administrative and other staff who wish to affiliate with the collegium. Governance procedures are not spelled out by a constitutional document, but have developed out of experience and our history to date into a common law tradition.

The work of the collegium is assigned to three committees appointed by the chair: Academic Affairs Committee, Policies and Governance Committee, and Life and Program Committee. These committees are free to act within policies passed by the Council or to initiate policy to be passed on to the Council for adoption or rejection.

NATURAL SCIENCES COLLEGIUM

The Natural Sciences Collegium is governed by a Senate established by the collegium's *Rules of Governance* (amended in 2023) which provide for the following:

1. Membership of the collegium includes faculty, student associates, faculty associates, research associates, adjuncts to the collegium and administrative and staff associates. Each category of membership is clearly defined.

2. The establishment of a Senate as the governing body.

3. The membership of the Senate includes all faculty members joining the Natural Sciences Collegium (primary affiliation), and faculty associates elected by 2/3 majority of the Senate.

4. Meetings of the Senate include regularly scheduled and special meetings and open and closed meetings, and quorum requirements.

5. Officers of the Senate include a chair (the collegial chair), elected vice-chair to serve as acting collegial chair in the chair's absence, and administrative coordinator.

6. Term of office of the collegial chair, detailed mode of nomination of collegial chair candidates, and detailed responsibilities of the chair.

7. Decisions of the Senate specifying those decisions which are the responsibility only of the faculty and of the full Senate, with provision to restrict vote in a given issue to faculty only.

8. Provision for amending the Rules with procedures spelled out clearly.