Mercer University

College of Liberal Arts and Sciences

Faculty Handbook

Revised September 2024

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THE COLLEGE OF LIBERAL ARTS AND SCIENCES

INTRODUCTION

Purpose

The purpose of the College of Liberal Arts and Sciences is to provide a liberal arts education within the broad outlook of the Judeo-Christian intellectual tradition. The College is committed to the goals of learning and faith: learning as both the means to and the result of scholarship; faith as the personal appropriation of truth for living. Being open to all qualified persons who seek to grow through education, the College strives to uphold the values of personal freedom, individual responsibility, and community service.

Historical Background and Scope of Programs

The College of Liberal Arts and Sciences traces its origins to the beginnings of Mercer Institute at Penfield, Georgia, in 1833. When the school was reorganized in 1839, the academic program that is now the College of Liberal Arts and Sciences began with the offering of a baccalaureate degree. Since those early years, the College has developed and maintained a strong liberal arts tradition as the central focus of its academic program.

The College offers the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Health Science. The base of these programs in both faculty and curriculum remains in the arts and sciences, where the College offers general education courses, a wide range of undergraduate majors, and the opportunity for individualized majors for undergraduates, to be developed in consultation with a faculty advisor.

The College anticipates that all tenured and tenure-track faculty will use their research to enrich their teaching. It recognizes the scholarships of teaching, integration, and application as well as the scholarship of discovery as important professional activities. The College provides resources for research and development by individual faculty members and sponsors lecture series, colloquia, and conferences throughout the year.

Educational Distinctives

The College is an active participant in a distinctive new force in American higher education that seeks to integrate liberal education with professional training within the context of a smaller, student-centered university. The College originated as a traditional liberal arts institution. It retains the emphases on teaching, individual instruction, and study solidly grounded in the liberal arts characteristic of liberal arts colleges. In addition, as the core of a comprehensive university, it has particular concerns for the ways in which the liberal arts can serve as the foundation of more specialized studies and can connect these to one another.

The College is distinctive, educationally, in several other important ways. As the Mercer catalog affirms, in addition to preserving high academic standards and scholarly rigor, it remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the worth of every individual, and commits to serving the needs of all. The term “paideia” captures this regard for the education of individuals for responsible citizenship and virtuous lives.

Interdisciplinary programs have long been pivotal in the life of the College. They have functioned as sources of innovation in programs and teaching, and as means of providing students with educational opportunities that uniquely reflect the concerns, imagination, and vigor of the College. In our Foundational Studies Program, students have the option of completing the Integrative Program or the Great Books Program. Both programs consist of a mixture of interdisciplinary courses, disciplinary literacy courses, courses in writing instruction, and an experiential requirement.

To our general education program, grounded in the liberal arts, we add both disciplinary and interdisciplinary majors and varied possibilities for off-campus and international study. Further, students in the College have widespread opportunities to create individualized majors and to pursue undergraduate research collaboratively with faculty members. These components can ensure that future generations of Mercerians will be truly prepared for global citizenship in the twenty-first century.

I. ACADEMIC ORGANIZATION

1.01. Bylaws of the Faculty of the College of Liberal Arts and Sciences

Article I - Name

The name of the body constituted in this document shall be the Faculty of the College of Liberal Arts and Sciences of Mercer University.

Article II - Membership

The faculty consists of various ranks, which have significance in regard to benefits, rights, and obligations. The unmodified ranks are Professor, Associate Professor, Assistant Professor, Instructor, Senior Lecturer, and Lecturer. Faculty members in the unmodified ranks of Professor, Associate Professor, Assistant Professor, and Instructor are expected to participate in three broad areas of activity—teaching, scholarship, and service to the University and to one's discipline—in accord with various faculty, administrative, and trustee statements on tenure and promotion. The ranks of Senior Lecturer and Lecturer are primarily teaching positions with limited service responsibilities. Senior Lecturer and Lecturer appointments do not carry tenure or a probationary period towards tenure.

The ranks may be modified by the use of words such as "visiting," "adjunct," or ″emeritus/emerita." Appointments with an expected term of fewer than three years should be designated as visiting. Adjunct shall be reserved for part-time, fixed-termed appointments on a per course basis with no guarantee of continued appointment. Emeritus status is conferred in recognition of meritorious service of faculty member upon or after retirement. All such modified appointments do not carry tenure or a probationary period towards tenure.

(1) The voting membership of the faculty of the College of Liberal Arts and Sciences (hereafter referred to as the "faculty") shall consist of the President; the Dean of the College; and all teaching faculty holding regular, full-time appointments in the College in the ranks of Professor, Associate Professor, Assistant Professor, Instructor, Senior Lecturer, and Lecturer. Individuals holding full-time administrative appointments in the University and rank and tenure in the College are non-voting members of the faculty. Individuals appointed as visiting or adjunct faculty, or professors holding emeritus status are non-voting members of the faculty.

(2)The President, the Dean of the College of Liberal Arts and Sciences, or the faculty by vote may designate persons not included in the foregoing paragraph who shall have the privilege of attendance and discussion at faculty meetings, but not the privilege of voting.

Article III - Officers

(1) The Dean of the College of Liberal Arts and Sciences (hereafter referred to as the "Dean") shall be the presiding officer of the faculty. In the absence of the Dean, an Associate Dean of the College shall preside, as designated either by the Dean or the Provost.

(2)The President may preside over any meetings of the faculty.

(3)The Secretary of the faculty, appointed by the Dean, shall be responsible for keeping accurate records of all meetings and actions of the faculty, and upon faculty direction shall transmit in writing all motions passed, or actions taken, to the persons or bodies concerned. The Secretary's records shall be open for inspection by all members of the faculty. The Secretary may use clerical assistance to obtain and keep accurate records.

(4)The Dean shall annually appoint a Parliamentarian.

Article IV - Duties and Jurisdiction

(1) As confirmed in the University handbook, the faculty may adopt its own regulations concerning the curriculum, the conferring of degrees, the admission or exclusion of students, and standards of academic performance, subject to the approval of the President and, where appropriate, the Board of Trustees.

(2) The faculty shall consider any matter referred to it by the President, the University Faculty House of Delegates, the Executive Committee of the College of Liberal Arts and Sciences, the Dean, or any member or members jointly of the faculty.

(3) The faculty may, by majority vote, make recommendations to the President, the University Faculty House of Delegates, or other appropriate individuals or bodies.

(4) The faculty shall, per electronic ballot in March, elect the requisite number of delegates to the University Faculty House of Delegates for three-year terms. Those eligible for election shall be members of the full-time teaching faculty of the College. Individuals holding full-time administrative appointments shall be ineligible to serve as a member of the University Faculty House of Delegates. No delegate shall serve more than two successive terms. Delegates shall voice the will of the faculty.

   a. At the February meeting the Dean shall supply the faculty with a list of those eligible for election. The faculty shall then nominate by electronic ballot a number equivalent to twice the quota of vacancies. Those receiving the highest number of ballots cast shall be declared nominated. Per electronic ballot in

March, the faculty will elect its delegates from among the nominees by majority vote. The College's alternate delegate will be the nominee who receives the highest number of votes among those not elected.

b. Unexpired terms shall be filled as soon as possible by a similar procedure of nomination and election.

Article V - Meetings and Procedure

(1) The faculty shall meet on the Tuesday following the first Monday of each month, October through May, unless the day is a holiday or conflicts with an extraordinary occasion. Special meetings may be called by the President, the Dean, the Executive Committee, or by direction of the faculty.

(2) Electronic notice shall be given to each faculty member reasonably in advance of any meeting. This notice shall contain, as far as practicable, the agenda of the meeting and such other information as may be desirable for advance study by the faculty.

(3) The order of business at each regular meeting shall be:

1. Opening Reflection (optional).
2. Approval of the minutes of the last meeting.
3. Reports of committees.
4. Unfinished business.
5. New business.
6. Announcements.

(4) Normally, new business intended for discussion by the faculty at a regular meeting shall be presented electronically to the Executive Committee in advance of its regular meeting, but members of the faculty shall have the right to present proposals from the floor at any time new business is called for.

(5) Fifty members of the voting faculty shall constitute a quorum. A quorum shall be established at the time of the first votable item of business.

(6) At all meetings of the faculty voting shall be by voice, by show of hands, by rising vote, or by ballot, as decided by the presiding officer. It shall be in order, however, to move for a vote by ballot. The majority of voting members present shall carry a motion. Voting may not be done *in absentia* nor by proxy.

(7) Except where otherwise provided by these Bylaws, *Robert's Rules of Order* shall be followed.

Article VI - Committees of the Faculty

Please note that a listing of current College of Liberal Arts and Sciences standing committee assignments is available at https://cla.mercer.edu/faculty-staff-resources/.

A. The Executive Committee

(1) Membership. The Executive Committee of the faculty shall consist of the Dean and six tenured teaching faculty members, elected for terms of two years. The members will be elected in two classes, so that the terms of three members (one class) end each year. Those eligible for election shall be members of the full-time teaching faculty of the College. Individuals holding full-time administrative appointments are ineligible for election to membership on the Executive Committee. The Dean will serve as the Chair of the Executive Committee.

(2) Nominations and Elections. In February the Dean shall electronically supply the faculty with a list of those eligible for election. The faculty shall then nominate by electronic ballot a number equivalent to twice the quota of vacancies. Those receiving the highest number of ballots cast shall be declared nominated. In March the faculty elect the requisite number of members to the Executive Committee by electronic ballot. Two of the other nominees shall serve as alternates, in the order of the number of votes received. The newly constituted Executive Committee shall begin meeting as of April 1. Between the election and the end of the academic year, the newly elected members may meet with the current Executive Committee at the discretion of the Dean. The appropriate alternate(s) shall fill unexpired or partial terms.

(3) Meetings. The Executive Committee shall meet at least once a month between August 1 and the end of the academic year. Additional meetings of the Committee may be called by the President, the Dean, or a majority of the members of the Executive Committee. A faculty member may make a request to the Dean for a special meeting. Two-thirds of the elected membership of the Committee shall constitute a quorum. The Committee may invite faculty or administrators to participate in discussions in which they have particular concerns.

(4) Functions

a. The Executive Committee shall receive or initiate any proposal to increase the effectiveness of the College and recommend to the faculty action upon it.

b. The Committee shall act for the faculty on questions that need immediate decision between meetings of the faculty and shall inform the faculty at the next regular meeting of the action taken.

c. The Committee shall nominate the membership of standing and special committees, and their chairs, for approval by the faculty.

d. The Committee shall advise the Dean on questions of academic policy and other matters of College administration.

e. The Committee shall consider and recommend to the faculty the responsibilities of other standing committees and make decisions about appropriate committee jurisdiction as it relates to a specific issue before the Executive Committee. The Dean, in consultation with the Executive Committee and Committee Chairs, shall craft and distribute annual Charges to each committee identifying points of particular or ongoing importance for that academic year. If possible, the Charges should be finalized and circulated by September 1 each year.

f. The Committee shall regularly examine the Faculty Bylaws and Faculty Handbook.

g. The Dean shall regularly report to the faculty the issues and topics that the Executive Committee has been or will be working on, as the Dean is able to without divulging confidential matters.

B. Other Standing Committees, Coordinators, and Liaisons

The following shall be the standing committees, coordinators, and liaisons of the faculty. They will initiate recommendations and will receive matters referred to them by the faculty and the Executive Committee for study and recommendation. They shall submit current reports from the floor at regular faculty meetings and shall submit annual written reports to the faculty.

1. The Committee on Curriculum, to include non-voting, the University Registrar and the Dean of the College of Liberal Arts and Sciences.

2. Coordinators of Admissions and Student Success.

3. The Teacher Education Liaison.

4. The Committee on Faculty Welfare.

5. The Advisory Committee on Faculty Promotions and Post-Tenure Review, to include five faculty members who hold the rank of Professor, whose primary duty is teaching, and who possess a minimum of five years of continuous service in the University; to be elected to single, nonrenewable two-year terms. Members are elected in alternate

years, so that in one year two members' terms expire and in the following year three members' terms expire.

6. The Faculty Liaison Committee on the Honor System, to include one faculty coordinator of the Honor Council and at least three additional faculty members.
7. The Committee on Faculty Development.
8. The Advisory Committee on Faculty Rank and Tenure, to include seven tenured members of the faculty who hold the rank of Associate Professor or Professor; to be elected to single, nonrenewable three-year terms. Members are elected so that in one year two members' terms expire, in the next year two members' terms expire, and in the third year three members' terms expire.
9. The Peer Review Committee, to include at least three tenured faculty members.
10. The Committee on General Education, may include student member(s), non-voting.
11. The Strategic Planning Committee.
12. The Experiential Learning Committee, may include student member(s), non-voting.
13. The Committee on Writing Instruction, to include the Writing Program Director, the Integrative Program Director, the Great Books Director, four additional faculty members, and one student member (optional).
14. The Integrative Program Committee.
15. The Breakthroughs in Engagement, Arts, and Research (BEAR) Day Committee, may include student member(s), non-voting.
16. The Diversity and Inclusion Committee; may include student member(s), non-voting.

C. Special Committees

The faculty will by majority vote create such special committees as may be deemed necessary. The term of such committees shall be limited to one year. All College members of University committees, including non-delegate members of committees formed by the University Faculty House of Delegates, shall be elected by the faculty or appointed by the Executive Committee in consultation with the Dean and/or the College's delegates, when appropriate.

Article VII - Amendment or Repeal of Bylaws

Motions for change or repeal of any Bylaw shall be presented electronically to all members at a regular meeting of the faculty. The proposed amendment shall be voted on at the next regular faculty meeting and must carry by a two-thirds vote of the members present and voting.

1.01.1. Functions of Faculty Committees

1. The Committee on Curriculum

   a. The function of the Committee on Curriculum is to review any matters pertaining to the course offerings of the College of Liberal Arts and Sciences with respect to:
      (1) the requirements for graduation (lower division and upper division, including General Education requirements and major requirements);
      (2) the requirements for departmental academic honors;
      (3) the addition, revision, and deletion of courses;
      (4) the addition, revision, and deletion of majors, minors, and certificates; and
      (5) the addition, revision, and deletion of academic programs offered within the College.

   b. In collaboration with the Dean's Office, the Committee shall maintain and update the College curriculum framework to meet College and University policies.

   c. The Committee may deal with any of the aforesaid matters presented to it by the President of the University, the Dean of the College, Chairs of departments, or any individual faculty member. The Committee may also initiate any inquiries of its own which seem advisable in the interest of the educational program of the College.

   d. The Committee Chair shall submit and present proposals approved by the Committee to the faculty of the College. Upon approval by the faculty, the Committee Chair shall then submit and present proposals to the University Undergraduate Council. The Committee shall then ensure that all appropriate revisions are made to the course catalog.

   e. The Committee on Curriculum should ideally be composed of at least one member representative from each of the four domains (Natural Sciences and Mathematics; Humanities; Fine Arts; Social and Behavioral Sciences).

Additional non-voting members will include the University Registrar and the Dean of the College of Liberal Arts and Sciences.

2. Coordinators of Admissions and Student Success
   a. There shall be two Admissions and Student Success Coordinators, one from the domains of Natural Sciences/Mathematics and Social and Behavioral Sciences and one from the domains of Humanities and the Fine Arts.
   b. The coordinators shall meet with one or more members of the Admissions Office and the same with one or more members of the Office of Student Success at the beginning of each semester to learn their respective plans for that term and to relay any information from CLAS to these respective offices that may need their attention during that semester. The information about Admissions and Student Success plans shall be relayed to the Dean and the faculty as early in each semester as is possible.
   c. The coordinators shall coordinate with Departments to recruit and organize CLAS faculty for the various Admissions and/or Student Success events for the academic year for which CLAS faculty participation is needed.
   d. The coordinators, in consultation with the Dean and the Executive Committee, shall be the primary conduit through which the College communicates its perspectives to the Admissions Office and to the Office of Student Success.
   e. The coordinators shall call on the Dean's Office, as needed, to assist them in carrying out these functions.

3. Teacher Education Liaison
   a. The Teacher Education Liaison shall annually arrange, in conjunction with the Secondary Education Program Director in Tift College, separate meetings between the Director and the chairs of the content studies areas for certification that reside in CLAS. One meeting should involve STEM disciplines and the other meeting non-STEM disciplines. The purpose of the meeting is for the Director to provide information about the content requirements in their particular areas and for the Director to hear any concerns about the requirements from relevant CLAS chairs. The meetings should both take place prior to October 1 each year.
   b. The Liaison shall create and/or maintain a list of contacts in Tift and in CLAS and distribute that list to CLAS chairs and officers (Dean's Office) in order to facilitate communication during the year about relevant matters that may arise during the academic year. That list should be distributed by October 1 each year.
   c. The Liaison shall meet with the Secondary Education Program Director at least once at the beginning of each semester to exchange information about whatever issues may need attention during that semester and communicate those issues, if any, to the appropriate individuals in CLAS.
   d. The Liaison shall facilitate any conversations between Tift and the CLAS on curriculum, programming, grant opportunities, potential collaborations, or any other

matters or opportunities that may arise during the academic year, whether they arise out of Tift or the CLAS.

4. The Committee on Faculty Welfare

a. The Committee on Faculty Welfare shall receive or initiate any proposal concerning faculty salaries, fringe benefits, workloads, and grievances so as to increase the effectiveness of the College and recommend to the Executive Committee or faculty appropriate action.

b. The Committee shall regularly concern itself with general University resources, budgets, long-range plans, and governance procedures insofar as these institutional matters affect the working conditions of the faculty.

c. The Committee shall, in addition, deal with proposals or actions not covered in (a) and (b) that may affect the professional welfare of the faculty, insofar as these are not addressed by other committees.

5. The Advisory Committee on Faculty Promotions and Post-Tenure Review

a. The Advisory Committee on Faculty Promotions and Post-Tenure Review shall advise the Dean of the College, the Provost, and the President of the University regarding promotion of individual faculty members to the rank of Professor. The Committee, in determining its recommendations regarding promotion, shall follow the guidelines as recorded in section 3.03.3.

b. The Committee shall advise the Dean of the College on the post-tenure review of individual faculty members. The Committee, in conducting its review and in determining its recommendations, shall follow the guidelines recorded in section 3.03.4.

6. The Faculty Liaison Committee on the Honor System

a. The Faculty Liaison Committee on the Honor System shall inform the faculty about the Honor System as needed (e.g., orientation for new faculty members, answering faculty questions).

b. The Committee shall aid the Honor Council in rewriting the Honor Code sections in the *Catalog* and *The Lair*.

c. The Committee shall serve the Honor Council in an advisory role by attending hearings throughout the semester.

(1) The presence of faculty advisors at hearings helps protect the rights of students involved in the process.
(2) Faculty advisors observe Honor Council hearings. They may ask questions during the proceedings, but they do not vote on the outcome.

d. The Dean of the College will appoint a faculty coordinator for the Faculty Liaison Committee on the Honor System. The primary duties of the faculty coordinator will be to organize the attendance of faculty advisors at every hearing and to advise the Honor Council Executive Committee when necessary. The Honor Council Clerk shall inform the coordinator of all hearing dates and assist the coordinator when necessary.

7. <u>The Committee on Faculty Development</u>

a. The Committee on Faculty Development may receive or initiate any proposal concerning the professional development of faculty members.
b. The Committee shall promote the professional development of the faculty through sponsorship of workshops, seminars, and activities which enhance the implementation of the goals of the College.
c. The Committee shall concern itself with methods of faculty performance evaluation.

8. <u>The Advisory Committee on Faculty Rank and Tenure</u>

a. The Advisory Committee on Faculty Rank and Tenure shall advise the Dean of the College, the Provost, and the President of the University regarding the awarding of tenure and promotion to Associate Professor to individual faculty members. The Committee shall be responsible for ensuring that the provisions of the Tenure and Promotion Policies of the College are carried out.

b. The Committee shall advise the Dean on the fourth-year review of all tenure-track faculty. The Committee, in conducting its review and in determining its recommendations, shall follow the guidelines as recorded in section 3.03.2.

9. <u>The Peer Review Committee</u>

a. The Peer Review Committee shall advise the Dean on the quality of applications from the faculty for sabbatical leave and reassigned time.
b. The Committee will establish and publicize the guidelines it employs in reviewing such applications.
c. The Committee is charged with providing a review of each application submitted.
d. Upon completing its review, the Committee will provide the Dean with a ranking of the applications to indicate a recommended order of priority.

10. The Committee on General Education

a. The Committee on General Education shall study the General Education Program of the College, in particular:
   (1) the rationale for the General Education Program;
   (2) the structure of the General Education Program; and
   (3) the coherence of the various courses in the General Education offerings.

b. The Committee shall contribute to actions and proposals related to the General Education Program, especially:
   (1) consultations with College departments and programs on all actions and proposals involving courses that are part of the General Education Program;
   (2) initiation of proposals to the Curriculum Committee related to the General Education Program; and
   (3) collaboration with the Dean in appointing faculty to the Evaluation Teams for the purposes of assessment.

c. Membership of the Committee should comprise at least one member representative of each the four domains (Natural Science and Mathematics; Humanities; Fine Arts; Social and Behavioral Sciences), the Writing Program Director and, whenever possible, members of the teaching faculty from INT and GBK. An Associate Dean of the College shall serve in an *ex officio* capacity.

d. The Committee shall regularly ensure that the courses constituting the General Education Program successfully meet the student learning outcomes established by the faculty. To this end it shall review the work of the evaluation teams and issue an annual report to the faculty with results and recommendations.

11. The Strategic Planning Committee

a. The Strategic Planning Committee shall review ideas and pro forma for new academic programs within the College of Liberal Arts and Sciences. Where appropriate, the Committee shall initiate ideas for new academic programs within the College.

b. The Committee shall identify ways in which programs and policies outside the College of Liberal Arts and Sciences positively and negatively influence programs and policies within the College. The Committee will communicate concerns to the Dean of the College of Liberal Arts and Sciences.

c. The Committee shall ensure alignment between the College's priorities and the University's strategic plan. In particular, the Committee shall articulate the role of the College inside the larger University setting.

d. The Committee shall provide feedback about proposed cross-college collaborative programs in the larger University setting.

e. The Committee shall evaluate all academic program reviews and make recommendations to the Dean for appropriate action.

12. <u>The Experiential Learning Committee</u>

a. The Experiential Learning Committee shall review and make recommendations to the Dean for the development and evaluation of experiential learning activities in the College, including undergraduate research, the arts, service-learning, study abroad, competitive academic teams, internships, and student mentoring.

b. The Committee shall make recommendations to appropriate committees and the faculty on the options and standards for successful achievement of the Experiential requirement (EXP) in General Education.

c. The Committee shall collect assessment data on the EXP program and submit a report to the CLAS faculty on a triennial basis.

d. The Committee shall administer the EXPy Award annually by soliciting nominations, selecting a recipient, and disseminating the announcement of the recipient.

13. <u>The Committee on Writing Instruction</u>

a. The Committee on Writing Instruction shall support (1) writing instruction in General Education; (2) writing instruction in the disciplines; (3) the content and structure of the writing instruction components of the curriculum; and

(4) the developmental progression of those courses contributing to writing instruction in the College.

b. The Committee shall review and provide feedback on syllabi for writing instruction courses, including INT 101, INT 201, GBK 101, and GBK 202.

c. The Committee shall lead faculty development initiatives and develop resources to support writing instruction in the College.

d. The Committee shall identify Student Learning Outcomes, develop rubrics for, and participate in General Education assessment of writing instruction in the College.

14. <u>The Integrative Program Committee</u>

a. The Integrative Program Committee shall regularly review the three Integrative courses of the College (INT 101, 201, and 301), in particular their rationale, coherence, and fit with the educational landscape of the College.

b. The Committee shall contribute to actions and proposals related to the Integrative courses, especially initiation of proposals to the General Education Committee related to the Integrative courses.

c. The Committee shall support the Integrative program, including
   (1) assisting the Director in recruiting and assessing qualified instructors;
   (2) offering regular opportunities for faculty development;
   (3) coordinating with the General Education Committee, Writing Committee, and QEP in evaluating and supporting the program; and
   (4) representing and advocating for the INT program with Deans, Admissions, and the larger University community.

d. Membership of the Committee should comprise at least three members, each with extensive experience teaching in a different INT course (i.e., one each representing 101, 201, and 301).

e. The Committee shall issue an annual report to the CLA faculty.

15. <u>The Breakthroughs in Engagement, Arts, and Research (BEAR) Day Committee</u>

a. The Breakthroughs in Engagement, Arts, and Research (BEAR) Day Committee serves to organize an annual, University-wide conference showcasing undergraduate student research, service, and projects in the visual and performing arts with the aims of (1) celebrating student progress and achievements in their endeavors, (2) providing students the opportunity to present their work to peers and faculty, and (3) highlighting the depth and breadth of undergraduate academic experiences at Mercer.

b. The Committee is composed of:

Six members from the College of Liberal Arts and Sciences, with representation from across the disciplines
Two members from the School of Engineering
One member from the College of Health Professions
One member from the School of Business
One member from the Tift College of Education
One member from the Townsend School of Music

The faculty members on the Committee will select the chair of the Committee, who should have completed at least one year of service on the Committee. The chair's term will be two years, renewable for one additional year.

c. The functions of the Committee include the following:
   (1) promote engagement, arts, and research with undergraduate students and faculty;
   (2) organize an annual, two-day conference for the dissemination of undergraduate student work, including poster session(s) and symposia for oral presentations;
   (3) call for, and ultimately select student abstracts for presentation at BEAR Day;
   (4) generate an online BEAR Day program; and
   (5) assist in data collection for University assessment as required by the Provost's Office.

16. <u>The Diversity and Inclusion Committee</u>

a. The Diversity and Inclusion Committee shall explore best practices, programs, and structures for promoting the value of diversity in persons and perspectives.

b. The Committee's responsibilities include:

(1) Formulating and recommending policies and strategies for promoting a diverse and equitable campus environment;
(2) Assisting in the implementation of such policies and strategies, and the assessment of their impact, including creating and advising annual diversity training opportunities for faculty;
(3) Publicizing information about diversity-related events within the College and throughout the campus;
(4) Advocating for issues of diversity and equity for faculty, staff, and students;
(5) Advising the Dean's Office on issues of diversity and equity, particularly the recruitment and retention of a diverse faculty, staff, and student body;
(6) Consulting with the Title IX Officer on the College's compliance with Title IX;
(7) Recognizing faculty, staff, and students who have demonstrated excellence in fostering diversity, equity, and inclusion.

c. The Committee shall be comprised of at least five full-time faculty members appointed by the Dean for a minimum of two years with the possibility of a three-year term upon the recommendation of the Executive Committee; the committee may also include one or more student members, non-voting. When selecting committee members, the Dean shall prioritize creating a committee composed of a diverse representation of faculty.

1.02. Functions of the Dean

The primary responsibility of the Dean is the development and maintenance of the educational aims and programs of the College. The Dean's more specific responsibilities include:

1. To lead in the design, development, and implementation of the educational program and to promote the effectiveness of the curriculum and instructional procedures.

2. To provide for the recruitment and selection of qualified faculty and to foster faculty development.

3. To review faculty eligibility for promotion and tenure, to conduct systematic evaluation of faculty performance, and to make recommendations to the Provost and the President concerning faculty appointments, rank, tenure, and salary.

4. To preside over the faculty, to assure the effective organization of the faculty, and to foster faculty collegiality.

5. To develop plans for the continued development of the College.

6. To develop recommendations to the Provost and the President regarding the operating budget for the College.

7. To foster the recognition and accreditation of the College by external agencies.

8. To represent the College in the Academic Council and to collaborate with administrative officers of the University in the refinement, development, and revision of University policies.

9. To promote understanding and support of the College among its various public constituencies.

10. To promote the effectiveness of library and instructional support services for the College.

11. To promote the effectiveness of institutional support services, plant operation and maintenance programs, and security services for the College.

The Dean is responsible for budget preparation for the College's operation and for assuring adherence to the approved budget of the College. The administration of the budget must occur within the framework and limits of the University fiscal policy.

1.02.1. The Associate Dean(s)

The Dean may appoint one or more Associate Deans from among the tenured faculty at her or his discretion and with the advice of the Executive Committee.

The responsibilities of the Associate Dean(s) are assigned and delegated by the Dean. In current practice, the Associate Dean for Faculty Matters assists the Dean in preparing and administering the College's budget, coordinating the appointment and managing contracts for adjunct faculty members, supervising the College's program of undergraduate research, designing the yearly class schedule, and supporting needs for institutional research. The Associate Dean for Student Matters administers all areas of academic policy as applied to students, reviews and recommends changes in academic policies, edits the College's portion of the *University Catalog*, adjudicates grievances as well as Honor Council appeals, imposes academic sanctions, and organizes and coordinates the College's participation in the annual Honors Convocation.

As needed, an Associate Dean represents the Dean on the faculty committees.
In the absence of the Dean, an Associate Dean of the College, as designated either by the Dean or the Provost, shall preside and act with the full authority of the Dean's Office.

1.03. Department Chairs and Program Directors

The Dean, in consultation with the Provost, makes all appointments of Chairs/Program Directors. Each term of appointment for a Chair/Program Director is limited to three to five years. In making a recommendation for Chair, the Dean shall consult with the department or an appropriate faculty group on the selection of Chair, term of service, and/or renewability. In making a recommendation for Program Director, the Dean shall consult with an appropriate faculty group or the Executive Committee. Chairs and Program Directors report to the Dean. The Dean shall annually monitor the work of each Chair/Program Director and communicate any areas of concern, as needed, to individual Chairs/Program Directors. The Dean may terminate an appointment of the Chair/Program Director prior to the completion of term.

The Chair/Director (as applicable):

I. Oversees academic work of the department/program

- A. Guides in developing long-range goals and plans for the department/program
- B. Oversees required program review in designated year
- C. Oversees annual departmental/programmatic assessment
- D. Maintains contact with the faculty in the department/program
- E. Provides leadership in curricular issues and problems
- F. Coordinates advising majors in the department/program
- G. Certifies that majors have completed all graduation requirements
- H. Ensures that the department/program follows proper academic and administrative policies

II. Manages personnel

- A. Faculty
  1. Arranges for schedules of classes to be offered yearly
  2. Coordinates development of individual faculty schedules
  3. Coordinates the evaluation of faculty performance to determine recommendation for tenure/promotion

4. Projects and justifies faculty and course needs
5. Plays a significant role in faculty recruitment

B. Non-academic personnel

1. Participates in the selection of all non-academic personnel
2. Participates in the supervision of all non-academic personnel

III. Manages finances, space, and facilities

A. Guides in the preparation of the budget
B. Approves expenditures from department or program budget
C. Arranges for assignment of office and class spaces
D. Coordinates with the building steward to inform Physical Plant or other appropriate agencies of facility problems

IV. Oversees regular office activities

A. Prepares reports for College and other agencies
B. Supervises preparation of material for the *Catalog*, website, and other publications
C. Conducts department/program meetings
D. Keeps current student and department/program records
E. Serves as the primary correspondent regarding departmental/programmatic matters
F. Keeps an additional office presence beyond posted office hours

V. Leads the department

A. Encourages professional development of faculty members, e.g., by:

1. encouraging attendance at professional meeting
2. providing support for research, publications, and obtaining grants
3. encouraging use of effective teaching methods and materials
4. providing for in-service training

B. Engages in professional activities on campus and in professional organizations

C. Plans for and participates in research projects

II. POLICIES AND PROCEDURES RELATED TO INSTRUCTION

Faculty are advised to consult the general academic policies of the University that are found in the Academic Information section of the *University Catalog*.

2.01. Calendar and Class Schedule

The official calendar of the undergraduate programs is prepared by a committee that is appointed by the Provost. The calendar for the nine-month academic year consists of two semesters of approximately 16 weeks each. Summer School normally consists of three sessions.

During the nine-month academic year, classes usually meet on a Monday-Wednesday-Friday or Tuesday-Thursday schedule. The class periods are 50 minutes in length on Monday, Wednesday, and Friday. On Tuesday and Thursday the length is 75 minutes. Laboratory sessions meet on specified days for varying lengths of time.

2.01.1. Activity Period

The period from 10:00 a.m. until 10:50 a.m. on Fridays is reserved for non-credit and extra-curricular activities and choir and band rehearsals.

2.02. Class Attendance

There is no uniform University policy on class attendance. It is the prerogative of faculty members to establish policies on attendance and to publish them in course syllabi.

2.03. Syllabus Policy

2.03.1. Rationale

Consistent, College-wide practice governing the preparation and distribution of course syllabi is desirable for many reasons:

--<u>Educational</u>

Syllabi can be potent means of encouraging student learning. They should make clear to students what learning is to occur in classes. They should state the relationship between the intended learning and the components of a course, such as in-class work, homework, assignments, and means of measuring student accomplishment. They should sharpen both professor's and students' expectations by stating how student work will be evaluated. When placed in departmental files and in library files, they can help students make informed choices in course selection. In sum, they begin the process by which students progress toward meeting desired learning goals.

--Accreditational

Syllabi can stand as first-hand documentary evidence of what instructors expect to happen in classes, and thus as evidence of the curriculum "in action." Such information is useful to regional and disciplinary accrediting bodies.

--Legal

Well-conceived syllabi can avert misunderstandings and needless exposure to legal risk. Where the criteria for evaluating student work are not set out, or are set out unclearly, learning suffers, and evaluation becomes by definition arbitrary and possibly open to the allegation of capriciousness. The same is true where syllabi do not specify an "intended," "proposed," or "tentative" schedule for a course, and student work, to follow. A statement of the essential academic functions of a course will also govern provision, where necessary, of "reasonable accommodation" under the provisions of the Americans with Disabilities Act. Finally, the rights of both instructors and students will receive appropriate protection.

2.03.2. College of Liberal Arts and Sciences Syllabus Policy

1. Faculty members within the College of Liberal Arts and Sciences will prepare syllabi for all of their courses each term.

2. Copies of course syllabi will be distributed to students at the first class meeting of each term, and to students who enroll late to the class.

3. Copies of all course syllabi each term will be placed in departmental files and in the Dean's Office. Departments are also encouraged to post all syllabi on their web pages.

    Note: Do not deviate from the class policies specified in your syllabus without negotiating or discussing changes with the entire class. If–after discussion with the entire class–you elect to change class policies during a course, an amended syllabus must be submitted to the students, to the department chair, and to the Associate Dean's Office.

4. Although the specific arrangement of the content of syllabi may vary, all syllabi must contain the following essential elements:

    a. Name and number of course, number of section, meeting place, days, times.

b. Name of instructor, location and phone number of office, statement of regular office hours, availability (if any) at other times.

c. Prerequisites (if any) for enrollment in course.

d. Essential knowledge, skills, abilities students must possess in order to learn the course material (e.g., read at college level, perform mathematical operations through a specified level, capacity to grasp and analyze and manipulate abstract concepts, ability to differentiate between musical pitches, etc.)

e. Course objectives: What (generally) the student is expected to know and be able to do at the conclusion of the course (e.g., discuss orally and in writing the novel as a literary genre, citing X works as references; recapitulate the key antecedents of World War I and two or three leading interpretations of its origins, with specific course citations; perform algebraic operations through quadratic equations; perform qualitative and quantitative analysis of Y unknowns; complete a well researched, cogently argued, fluent term paper as assigned, etc.).

For General Education courses: Syllabi for General Education courses must also display the student learning outcomes for that specific literacy block endorsed by the faculty in 2014. These can be found on the Faculty Docs website: https://cla.mercer.edu/faculty-staff/secure-resources. In addition, these syllabi must contain this FERPA Disclaimer for Assessment:

> *The College of Liberal Arts and Sciences is keenly interested in assuring the quality and integrity of its General Education Program. Every semester, randomly selected students from each General Education course will be required to submit samples of their work to an independent and objective assessment by faculty. No personally identifiable information about any student will be used for the purposes of this assessment, and assessment results will have no bearing whatsoever on student grades.*

f. Tentative schedule of class sessions, assignments, and (briefly) how these relate to course objectives.

g. Assigned text(s).

h. How the grade will be derived: Specify the weight (percentage) that each type of graded course component (exams, homework assignments, projects, laboratory reports, in-class participation, final examination, etc.) will carry in the determination of the course grade.

i. Attendance policy.

j. Policies as to late, extra-credit, make-up, and "perfectible" work.

k. Academic Integrity and the Honor System Syllabus statement (must be included in each course syllabus):

> *Academic integrity at Mercer University is preserved and promoted through the Honor System. The Honor System demands of each student the responsibility for honesty and assumes the responsibility that each student will report any violations of the Honor Code. Each student is personally responsible for knowing the rights and obligations as set forth in the Honor System and expected to cooperate completely and participate fully in the Honor System. Procedures are outlined in the specific handbooks and available on the Provost's website at https://provost.mercer.edu/office-of-the-provost/honor-system/.*

Instructors may choose to add information about their specific course assignments and activities.

l. Notice that any student who receives failing grades during the course is urged to arrange to meet with the instructor and discuss the work/assignment(s) in question.

m. Cell phone usage:

> *Out of courtesy for all those participating in the learning experience, all cell phones must be muted before entering any classroom, lab, or formal academic or performance event.*

n. Notice that all requests for reasonable accommodation from students with disabilities will be welcomed:

> *Students with a history or newly documented disability visible or invisible or who had an IEP or 504 Plan due to ADHD/ADD, visual or hearing impairments, Chronic Health Condition (ex. diabetes, seizures, cancer, or other medical condition), pregnancy, childbirth, lactation, a medical condition related to pregnancy, mobility impairment, learning disability, or a mental health concern (depression, anxiety, PTSD, etc.) should contact the Access and Accommodation Office (AAO) (https://access.mercer.edu) to complete the verification process to become approved for necessary accommodations and services.*

In order to receive accommodation, each term students will submit a Semester Request for faculty notification forms through the AAO online system Accommodate. Students are required to meet with each professor (during office hours or by appointment) in a timely manner to discuss implementation of accommodations. Students receiving accommodation for the administration of exams will receive instructions from the course faculty as to the time and location for their exam if different than class time.

Note – Disability accommodation or status is confidential and is not reflected on academic transcripts.

Students with a history of a disability, perceived as having a disability, or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodation in a timely manner to receive accommodations in a timely manner. Please know accommodation is not retroactive.

Contact information: https://access.mercer.edu for information, email access@mercer.edu, Macon office 478-301-2810, and Atlanta office 678-547-6823

Please note the following additional information from the Access and Accommodation Office (AAO):

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), "otherwise qualified" students with disabilities are protected from discrimination and may be entitled to "reasonable accommodations" intended to ensure equal access to all courses, programs, and services without a change of curriculum. Examples of accommodations include but are not limited to: testing accommodations, providing alternative format textbooks and tests, note-taking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters, and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by requesting accommodations with the designated Access Coordinator for their campus or program and complete the verification process.

Faculty responsibilities:

- Include the Access / Disability Syllabi Statement in each syllabus (see above).
- Meet privately with each student when discussing his or her disability. Be sensitive to the student's legal right to confidentiality and only discuss accommodations with the student, with your department chair (if needed) or with AAO.
- Ensure the student has the needed and approved accommodations without undue complications.
- Please do not provide academic accommodations without first obtaining a "Faculty Accommodation Form" from the student or from the Access Coordinator. This is obtained from the Access and Accommodation Office on the main campus or the Access Coordinator in Atlanta. The faculty form identifies approved accommodations specific to each student determined on a case-by-case basis.
- Discuss the approved accommodations in private. Plan with the student regarding where, when, and by whom the accommodations will be provided. The student should reaffirm this plan prior to each test.
- Sign the "Faculty Accommodation Form" to indicate that you have discussed the accommodations with the student. If you require assistance with test administration, send the student to the Access Coordinator to schedule the exams. If given less than a week's notice of a test date by the student, the Coordinator may be unable to administer the test at the Access Office and other arrangements may need to be made.
- Discuss any concerns or questions regarding accommodations with the Access Coordinator.

o. Notice from the Academic Resource Center:

The Academic Resource Center (ARC) provides several different services designed specifically to help Macon's traditional undergraduate students improve performance and accomplish their academic goals. These services include peer tutoring (available Sunday-Thursday, 6-9 p.m.), Supplemental Instruction (SI), college study skills courses (LSK 185/186), individual counseling, and workshops. The ARC is located on the first floor of Ryals Hall and offers a computer lab, math lab, large study room, and two private study rooms.
Students can visit the ARC's website to view tutoring and SI session schedules, assess their study skills, explore study skills resources, learn more about ARC services, and watch online presentations on various topics: https://arc.mercer.edu. Students can contact the ARC to schedule a consultation or to get additional information by emailing arc@mercer.edu.

p. Notice from the Office for Student Success:

The Office for Student Success supports students from their initial enrollment through graduation. The office serves as a consolidated resource to support students' continued enrollment through graduation at Mercer University. Students can schedule individual success appointments for support with any concern including time management, resolving holds, study skills, and financial concerns with the Office for Student Success through their Student Success Portal or by emailing studentsuccess@mercer.edu.

q. Notice regarding mental health and wellness:

Mental health and wellness: *Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Because stress is a normal part of the college experience, learning to manage stress effectively is crucial to your well-being and overall success. Please notify your faculty member or academic advisor for academic assistance, as needed. CAPS can also provide support if you are feeling anxious, overwhelmed, depressed, lost or are struggling with personal issues. Please call or visit the Counseling and Psychological Services (CAPS) website for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. Students may access CAPS at the location of their academic program: MACON – Counseling Center (#21 on the campus map, behind the MEP residential complex), 478-301-2862; ATLANTA – 215 Sheffield Student Center, 678-547-6060. Students at Regional Academic Center and other locations may obtain assistance in finding local services by contacting the CAPS Office nearest them, or utilizing WellConnectForYou.com , 866-640-4777. We also encourage students to call or text 988 to reach the National Suicide & Crisis Line if needed.*

r. Where necessary, you should also include one or more of the following statements in your course syllabus:

Chemical sensitivity statement: *This course includes the handling of chemicals, and the reasonable accommodation policy also applies to any chemical sensitivity, allergy, or other physical or medical condition that might limit a student's ability to participate in the required course activities. In these cases, the instructor may require a physician's documentation of the student's condition before arranging accommodation. If the instructor determines that the student's condition cannot be reasonably accommodated, then the student will be asked to select an alternative course.*

Physical limitations statement: *This course includes significant physical activity, and the reasonable accommodation policy also applies to any physical or medical condition that might limit a student's ability to participate in the required course activities. In these cases, the instructor may require a physician's documentation of the student's condition before arranging accommodation. If the instructor determines that the student's condition cannot be reasonably accommodated, then the student will be asked to select an alternative course.*

Safety statement: *This course includes activities for which there are certain risks as well as established safety procedures to minimize these risks. The instructor will explain both the risks and the prescribed safety measures. Students enrolled in this course are required to document in writing their awareness of the reasonable risks inherent in the course activities and their agreement to follow the safety procedures specified by the instructor. If a student cannot meet these terms, then the student will be asked to select an alternative course.*

5. Service-learning syllabus checklist: In order to provide students with full information to be successful and safe in completing community engagement, faculty should use the checklist below in formulating service learning syllabi and should distribute this essential information to students. Each school or college should distribute the guidelines and be responsible for insuring their use.

   These guidelines have been developed by the university Community Engagement and Scholarship Council and meet best practices as outlined by the Carnegie Classification in Community Engagement.

   Please use the checklist below to include essential information for students in your service learning course syllabus or introduction to the course's service-learning project.

   - Articulate the connection between the service and the learning goals for the course.
   - Specify how students will be expected to demonstrate what they have learned in the placement/project (e.g. field journal, analytical papers, class presentations, etc.). Keep in mind that students are graded on learning, not simply on "showing up" for service work.
   - Define the community need(s) that the service placement/project meets.
   - Describe the nature of the service placement and/or project.
   - Specify the roles and responsibilities of students in the placement/service project and those of the community partner.

- State time requirements associated with the service.
- Specify IRB or confidentiality guidelines as well as any behavioral conduct guidelines.
- Provide a transportation plan (if applicable).
- State any risks associated with the work.
- Provide community placement contact information.

For more extensive guidelines in developing a service learning course syllabus, see the "Checklist for Planning a Service-Learning Course" in the Mercer Faculty Guide to Service Learning, p. 21: https://community.mercer.edu/www/mu-community/service/upload/Faculty-SL-Guide-Final-Draft.pdf.

For an extensive archive of model syllabi in multiple disciplines, see Campus Compact's website: http://compact.org/resource-type/syllabi/. Faculty members can also contact Mary Alice Morgan (morgan_ma@Mercer.edu) and the Office of Service Learning for questions or assistance.

2.03.3. Filling of Empty Seats during DROP/ADD Period

The University Council has also adopted the following policy for determining how empty seats in any class will be filled during the first few days of the semester. Please be sure that you read this policy carefully before adding any students to your class roster:

> During the DROP/ADD period of any semester, class seats which are available or which are about to become available will be filled on a first-come, first-served basis. Students who lay claim to these seats through Campus Nexus will always have first priority. Instructors are strongly encouraged to fill class vacancies during the DROP/ADD period by enrolling students via Campus Nexus. Instructors who merely sign a DROP/ADD form without consulting Campus Nexus for seat availability and ensuring the student's enrollment electronically may run the risk of exceeding the enrollment cap placed on the course.

2.03.4. Minimum Requirements for Distance Learning Instruction

The University policy on minimum requirements for distance learning instruction may be found here.

2.03.5. Credit Hour Policy

The University policy on credit hours may be found here.

2.03.6. Course Type Definitions

The University course type definitions may be found here.

2.04. Examinations and Grading

2.04.1. Examinations

University policy on examinations is as follows:

Examinations are administered at scheduled times at the end of each semester. No examination will be held at any time other than that scheduled, except with the approval of the Associate Dean for Student Matters. Permission for a make-up examination because of illness or other emergency may be permitted at the discretion of the instructor and/or the Associate Dean for Student Matters. Special examinations may be held by the end of each semester for the removal of grades of IC or ABX assigned during the preceding semester.

Exceptions to University policy must be approved by the Associate Dean for Student Matters.

2.04.2. Grading System and Honor Points

College policy on grading follows the University system on the use of letter grades that is described in the Academic Information section of the University *Catalog*; there is no prescribed pattern of assigning numerical equivalents to letter grades.

Averages are computed on quality points. The interpretation of the letter grades and their quality point values is as follows:

		Quality Points Credit Per Credit Hour
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0

D	Poor	1.0
F	Failure	0
FQ	Failure: Quit Attending/Never Attended	0
S	Satisfactory	*
U	Unsatisfactory	*
ABX	Absent from Final Examination (excused)	*
IC	Incomplete in some requirement other than the Final Examination (excused)	*
IP	In Progress	*
AU	Audit	*
W	Withdrawal before deadline or assigned by the Associate Dean for Student Matters in extreme personal circumstances	*
Z	No Grade Report	*

**These Grades are not calculated in the cumulative GPA.*

Hours earned with a **Satisfactory** grade will be added to the total required for graduation, but will not affect the grade point average; an **Unsatisfactory** grade will not carry hours earned and will carry no penalty to the grade point average. The **Satisfactory** grade requires a standard of achievement usually awarded the grade of C or better. The College policy on the Satisfactory/Unsatisfactory grading option is as follows:

> Any student (regardless of cumulative grade point average or year at Mercer) is permitted to take two courses per academic year on a S/U basis with the following restriction:
>
> 1. From the courses listed in the general education requirements that are applicable to a student's major or minor (including required courses in related fields) that student may take no more than two courses on a S/U basis. Courses that are offered only on the S/U basis will not count toward the allowable two per year.
>
> 2. Other than the exception mentioned above, no course that counts toward a major or minor can be taken on a S/U basis.

<u>ABX</u> (Absent from Final Examination) denotes that the student was absent from the regular final examination because of illness or another valid and compelling reason. A special examination to take the place of the one missed must be taken prior to the end of the next semester of enrollment or the ABX will be changed to the grade of F. If the student does not re-enroll, the ABX will be changed to the grade of F unless it is removed by special examination within twelve months from the date it is assigned.

<u>IC</u> (Incomplete) means that some relatively small part of the semester's work remains incomplete because of sickness or other reasons satisfactory to the instructor. The work must be completed in the semester the student re-enters the University or the IC will be changed to the grade of F. If the student does not re-enroll and the work is not completed within twelve months after the IC is assigned, the IC will be changed to the grade of F. The IC is not given to students whose work is below passing.

IP (In Progress) is assigned only in courses which require completion of the assigned work beyond the end of the semester. An IP may not be given in place of an IC. To qualify for the IP grade, a course must be approved by the Associate Dean for Students Matters. All IP grades will be converted to the grade of F if the work is not completed in one calendar year from the time the IP is assigned.

2.05. Schedule Changes, Course and Term Withdrawals, Student Deficiencies, and Excused Absences

2.05.1. Schedule Changes

Students may drop courses from and add courses to their schedule during the first week of the semester as published in the schedule of classes. Students wishing to change courses must consult their advisor regarding the contemplated change.

2.05.2. Course and Term Withdrawals

A student may withdraw from a course up to the end of the tenth week of the semester, receiving the grade of W. The withdrawal must be formally declared in the Office of the Registrar by the announced deadline. A student who withdraws after the deadline will receive the grade of F, except that in extreme personal circumstances and with appropriate documentation a W may be assigned (with approval of the Associate Dean for Student Matters). Students should be advised to consult with the Office of Financial Planning, as withdrawals may affect the amount of financial aid received.

Term withdrawal occurs when a student officially withdraws from all courses. If a Term Withdrawal Form is submitted to the Office of the Registrar by the announced deadline for course withdrawals, Ws are assigned in all courses. After the deadline, grades of F will be assigned except in cases of extreme personal circumstances and under the conditions described above (with approval of the Associate Dean for Student Matters).

Students who do not formally change their schedules, withdraw from courses, or totally withdraw from the University may be assigned grades of F. Non-attendance does not constitute official schedule change, withdrawal, or term withdrawal.

2.05.3. Student Deficiencies

Faculty are requested to notify the Associate Dean for Student Matters about students who are not performing satisfactorily in their classes; they may also use Starfish to register concerns, particularly those at the junior and senior level who may not be closely monitored by the Office of Academic and Advising Services. The Office will solicit faculty assistance with first-year students who may be performing poorly. It is an important responsibility of the faculty to submit deficiency reports as they are requested, particularly for first-year students.

2.05.4. Excused Absences

The College has adopted the following guidelines for excused absences:

1. Students participating in certain university-sponsored activities are granted up to **nine** absences on MWF and **six** absences on TR schedule.
2. Students providing medical documentation for illnesses are excused from attending class during the period defined by the physician/psychologist. Absences are not excused unless such documentation is presented to the Dean's Office in a timely manner. The Mercer Infirmary does **not** excuse absences.
3. Students observing religious ceremonies are officially excused from classes if they notify their instructors and Dean two weeks in advance.
4. Students confronted with family emergencies or legal or military obligations may be officially excused from classes if reasonable documentation is presented.

2.06. Students' Rights and Freedoms

The College's understanding of students' rights is consistent with the Joint Statement on Rights and Freedoms of Students published in 1968 by the American Association of University Professors.

2.06.1. Academic Grievance Procedure

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to: failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, sex, religion, race, marital status, national origin, or disability.

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than thirty days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved.

If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the following protocol should be followed:

1. The student should meet with the appropriate Department Chair or Program Director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than thirty days from the date on which the student was formally notified of the instructor's decision.

2. If the grievance is not resolved by the Department Chair or Program Director, the student should meet with the Associate Dean for Student Matters after submitting to the Associate Dean for Student Matters a formal written account of the grievance. This narrative must be submitted no later than thirty days from the date on which the student was formally notified of the Department Chair's or Program Director's decision.

3. If the grievance is not resolved by the Associate Dean for Student Matters, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance. This narrative must be submitted no more than thirty days from the date on which the student was formally notified of the Associate Dean's decision**.**

If the student has a complaint against a Dean, he/she should schedule an appointment with that Dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that Dean, the student may appeal to the Provost. In all grievance procedures, the decision of the Provost is final.

2.06.2. Student Rights Pertaining to Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students at Mercer University certain rights with respect to their education records. These include:

1. The right to inspect and review a student's education records within 45 days from the day the Office of the Registrar receives a request for access.

    The student should submit to the Registrar a written request that identifies the records the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student shall be advised of the correct official at the University to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

   The student may ask the University to amend a record that he/she believes is inaccurate. The student should write the Registrar, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the Registrar or other appropriate official, if the record is maintained by another office, will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right of a hearing.

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

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right of a currently enrolled student to request that his/her "directory information" not be released by Mercer University. The University at its discretion and without the written consent of the student may release

"directory information" which includes the following items: student name, address, telephone number, date and place of birth, academic program, dates of attendance, degrees and honors received, most recent previous institution attended, and participation in officially recognized activities and sports. A student request for non-disclosure of the above items must be filed with the Office of the Registrar.

5. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Mercer University to comply with the requirements of FERPA.

   The name and address of the office that administers FERPA are: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

2.07. The Honor System

University policy provides that the Honor System is a part of the rules and regulations of the University which is completely administered by the students according to the procedures of the Honor Code. Each faculty member is expected to support the Honor System, and is to be informed about the Honor System; to affirm the Honor System before the students at the beginning of each course; to give clear instructions in relating the Honor System to particular course assignments; to arrange proper testing situations in order to minimize chances of dishonorable conduct; to report all violations of the Honor Code to the Chief Justice of the Honor Council; and to cooperate fully as a witness in Honor Council trials to which the faculty member is summoned. The *University Catalog* and *The Lair* (Student Handbook) contain detailed information on the Honor System and the Honor Code. Information may also be found at http://cla.mercer.edu/faculty-staff.

A student who is found responsible for violating the Honor Code may appeal the verdict, the severity of the penalty, or both in writing to the Associate Dean of the school or college in which the student is enrolled. This appeal must be submitted within four school days after written notification of the results of the Honor Council hearing. The Associate Dean shall have the authority to act *de novo* to determine the issues of both responsibility and sanction(s). The accused may appeal the Associate Dean's decision to the President of the University or to the President's appointed representative.

2.08. Class Rolls and Grade Reports

The faculty works closely with the Office of the Registrar in the verification of class rolls. The timely validation of these rolls is a significant duty of the faculty. In addition, the

Registrar requests the cooperation of the faculty in prompt reporting of grades at the end of each semester or term.

Attendance data for the first three weeks of classes are used to verify that the students officially enrolled in the course are indeed attending class, and to identify students who are attending class but who do not appear on the official class roster. This data is critical for University reports to the federal government on federal grants and loans to students. Students on such aid who do not attend class will have to pay back their aid to the government. Thus, recording and submitting attendance for the first three weeks of class via your MyMercer account is paramount.

2.09. Allocation of Instructional Space

It is the policy of the College that the assignment of classroom space is handled by the Office of the Registrar in consultation with the Associate Dean for Faculty Matters. Occasionally it is necessary to change a room assignment because of the enrollment of a student who has a physical disability. The Dean’s Office will negotiate an appropriate change of classroom assignment with the faculty member and/or department chair

2.10. Standard Teaching Load

In the ranks of Professor, Associate Professor, Assistant Professor, and Instructor, workload includes several components, including teaching and related duties, scholarship, and service to the College and to Mercer University. Considered together, the teaching and service components amount to about 30 semester hours of faculty time per academic year. The following norms currently prevail:

> Teaching: 21 semester hours per academic year, reckoned in terms of credit hours taught of standard lecture courses, or their equivalents. Typically, preparation, grading, office hours, and advising will add about 15 clock hours weekly. Of these, office hours average about 5 hours.
>
> Scholarship: ongoing and difficult to quantify. For most faculty members, the largest quantum of time for this activity, unless it is connected directly with collaborative research through which students are taught, will be found during times when classes are not in session. As a general guide, scholarly and creative activity, regardless of character and when conducted, should approximate the effort required to teach 1 to 2 courses per year.
>
> Service: Ordinarily departmental, committee, and faculty meetings will occupy about three to five clock hours weekly.

The ranks of Senior Lecturer and Lecturer are primarily teaching appointments. Teaching loads are determined per contractual agreement but shall not exceed 27 semester hours per academic year, reckoned in terms of credit hours taught in standard lecture courses, or their equivalents. Typically preparation, grading, and office hours will minimally add about 20 clock hours weekly. Of these, office hours average about 5 hours. In cases where advising or other administrative duties are contractually assigned, a sufficient reduction in teaching load is expected. Lecturer appointments do not carry expectations of scholarship; thus scholarly activity shall not be used to evaluate the performance of a Lecturer. Lecturer appointments do not carry expectations of college service, but Lecturers may serve on committees related to teaching and are expected to contribute to departmental service.

Load credit is awarded for administrative assignments (such as chairing a department or directing a program) by the Dean. It may also be awarded for scholarship, upon recommendation of the Department Chair and approval of the Dean. When such credit is given, it recognizes the importance of non-teaching duties and replaces an equivalent commitment of time to teaching. Occasionally, needs may arise that can be met best by requesting faculty members to undertake overload teaching assignments. These are compensated at the prevailing rate. Overload assignments are at the invitation of the Chair and Associate Dean for Faculty Matters, with the voluntary acceptance of the faculty member and the approval of the Dean. Because an excessive workload is not supportive of the best teaching, faculty members may receive overload appointments beyond one per academic year only in extraordinary circumstances. For purposes of equivalency, the following guidelines apply:

> The standard course is a 3 semester hour course. Such a course meets for three hours weekly over the duration of the semester. Instruction depends principally on lecture, discussion, problem-solving, writing, recitation, and examinations.
>
> For teaching laboratory and studio sections, 2 to 3 hours of meeting time are considered to equal one hour in a standard course.
>
> Physical Education activity classes and other special offerings carry specifically determined load credits.
>
> Direction of a play, of a major performing ensemble, a program, and chairing a department are treated as the equivalent of one standard course.
>
> Any combination of small classes (i.e. enrolling 6 or fewer students), directed studies, independent studies, or courses offered by special arrangement that require nine or more contact hours per week are considered to be the equivalent of a single three semester hour courses.

2.11. Summer School

Summer School is an integral division of the instructional year at Mercer. The same standards prevail that are maintained during the academic year; accordingly, semester-hour credits earned then are equal in value to those earned during any other semester. The maximum course load for the entire summer is twelve semester hours. The College of Liberal Arts and Sciences only offers online courses during the summer semesters.

The Summer School serves all the undergraduate programs of the Macon campus. Summer School faculty are recruited from the regular faculty of the College and supplemented when necessary by visiting professors. Courses offered by departments are selected carefully on the basis of student need rather than faculty availability and desire to teach because full stipends are dependent upon adequate course enrollments.

Stipends for summer school teaching are based on faculty rank, on the number of credit hours for the course, and on the expectation of a minimum enrollment of nine students.

III. POLICIES RELATED TO FACULTY RECRUITMENT, DEVELOPMENT, TENURE, AND PROMOTION

3.01. Recruitment of College Faculty

The procedures below are designed to complement the University's Faculty Recruitment Procedures found at https://hr.mercer.edu/internal/recruit/faculty.

1. Faculty search committees are appointed by the Dean and should consist of the entire departmental faculty or, in large departments, of two or three faculty members selected by the Department Chair.

2. One member of the search committee should be a member of another department or program. Because the "outside" member represents the full College faculty and the College mission, the College of Liberal Arts and Sciences is best served when this person is not from an allied discipline.

3. The appropriate Department Chair, or other designee recommended by the department or program area (referred to from this point on as the Search Chair), is appointed by the Dean to head the search for the new academic faculty member.

4. Human Resources receives applications via the online application system for faculty searches. All application materials and deliberations concerning a candidate, including phone interviews, are confidential. Violating confidentiality constitutes a breach of ethics and may result in termination of the search process.

5. The Dean reviews the credentials of applicants considered best qualified by the search committee. This group of applicants should include as many qualified women and minority candidates as possible. The Dean and Search Chair select the applicants who will be invited to campus for interviews.

6. An interview should include:
    a. A meeting with all members of the department
    b. A meeting with selected majors within the department
    c. An opportunity to meet several faculty members from other departments of the College, especially those who teach INT or GBK courses
    d. A meeting with the Dean
    e. Teaching a class, giving a colloquium, and/or meeting with students for a discussion of a topic selected in consultation with the chair of the search committee. Several members of the department should observe this session. All candidates for the same position should be asked to perform the same type of presentation.
    f. A campus tour and, if possible, a tour of Macon

7. The Search Chair should solicit evaluation of the candidates from all faculty members and students who have had contact with them. Search committee members then select a top candidate.

8. If the Dean does not support the committee's recommendations, he or she will meet with the search committee to detail the reasons which formed the basis of that decision.

9. The Dean seeks hiring approval through Human Resources and, once approved, makes a verbal offer to the candidate.

10. The Dean prepares a written contract for the candidate after receiving a verbal acceptance. The appointment is not final until the candidate's transcripts and all employment eligibility forms have been submitted and reviewed.

11. The Search Chair notifies the applicants interviewed by phone or in person of the outcome of the search. Human Resources notifies all other applicants.

12. All search related materials not housed on the online site (i.e., interview notes, reference letters, etc.) must be maintained by the Search Chair for three years.

3.01.1. Secondary Appointments

A tenured or tenure-track member of the Mercer University faculty from another college or school may be granted a secondary appointment in the College of Liberal Arts and Sciences by the Dean upon the recommendation of an academic department. Consideration of a secondary appointment should be based on the terminal degree of the faculty member and the expectation of the regular teaching within the College. A secondary appointment does not confer tenured or tenure-track status within the College and may be terminated at any time by the Dean. A faculty member holding a secondary appointment in the College shall have the privilege of voice but not vote in both departmental and College faculty meetings. A faculty member granted a secondary appointment may so indicate in his or her professional title.

3.02. Faculty Development Policies

3.02.1. Annual Reports

All members of the faculty holding regular or visiting, full-time appointments in the College in the ranks of Professor, Associate Professor, Assistant Professor, or Instructor shall submit an annual report via Activity Insight to the Dean summarizing accomplishments in teaching, scholarship, and service and describing participation in professional development activities and the deliberative processes of the faculty. Lecturers and Senior Lecturers shall submit an annual report to the Dean summarizing accomplishments in teaching, professional development, and service, if applicable. The Dean uses the annual report in determining merit pay.

3.02.2. Sabbatical Leave and Course Reassignments

Policies related to sabbatical leaves and leaves of absence have been incorporated into section 2.17.1 of the *University Faculty Handbook*. However, the following schedule for applications will obtain in the College of Liberal Arts and Sciences, in order to enable department Chairs and the Dean to plan course schedules, staffing needs, and budgets.

Sabbaticals: No later than October 1 in the academic year prior to the expected leave, the faculty member must submit a letter of application and a documented proposal that states the purposes of the leave and a plan of action for the period of the leave. Applications will be reviewed by the Peer Review Committee, which will make recommendations to the Dean. No leave can be granted without the written approval of the Dean, who may require the prior approval of the Department Chair and/or the Peer Review Committee. The approval of the application by the Provost is also necessary for the award of a leave. Special consideration will be given to applications which hold promise of enhancing the applicant's professional effectiveness and future service to the institution. Application instructions and FAQs with more details about submitting the application are available at https://cla.mercer.edu/faculty-staff-resources/.

The Dean will notify applicants of their status on or before February 1 of the academic year of the application. Final arrangements cannot be made until the Trustees vote but must be completed by Commencement.

Course Reassignments: Faculty members may request a reduction in the number of courses taught in one or more semesters during the academic year for the purposes of scholarly endeavors and/or pedagogical innovation. In most cases, an individual's load may be reduced by no more than three credit hours. Unlike professional leaves or sabbaticals, release time does not exempt one from departmental or College responsibilities.

I. Application Procedures

A. On or before October 1 of the year prior to the expected release, and with the approval of the Department Chair, the faculty member submits the proposal, advancing reasons why a reduced load is necessary. The proposal narrative must give evidence that the work on the project has already begun and that the project will contribute to scholarship and/or teaching in a particular field or interdisciplinary area. The Chair shall submit a letter to the Dean describing the professional merit of the proposal and the effect of the reduced load on departmental and general education staffing. The Chair shall also indicate whether the proposal is strongly recommended, recommended, or not recommended.

B. Faculty with ongoing projects must reapply for reduced loads each year. Faculty with multi-year projects should provide a project time-line with the initial application.

C. The Peer Review Committee will review and rank all applications, making recommendations to the Dean. The Committee will establish and publicize the timeline for and guidelines it employs in reviewing such proposals on the CLAS Faculty Resources webpage: https://cla.mercer.edu/faculty-staff-resources/.

D. The Dean shall consider the prioritization of the Peer Review Committee, the recommendation of the Chair, and effects on departmental and General Education staffing in determining reduced teaching loads.

II. Regulations Governing Course Reassignments

A. During the year, the faculty member receives full salary and teaches the normal department load less the negotiated credit-hour reduction. The faculty member is neither eligible to teach elsewhere in the University nor eligible to assume any overload coursework or service activities during the academic year.

B. Securing release time does not preclude receiving other forms of external or University support: summer grants, research grants, leaves of absence, sabbatical leaves, etc.

C. When a faculty member is granted a reduced load, other members of that department must not be required to assume additional courses beyond their regular teaching loads.

D. No additional requests from an individual will be approved without evidence of either (a) scholarly achievement consistent with Boyer's categories (see section 3.03.1.3) or (b) significant teaching innovations beyond regular professional expectations.

E. Project reports must be submitted to the Dean and Department Chair by December 1 of the following academic year.

3.02.3. Professional Travel

As an important means of encouraging faculty colleagues in their professional development, the College provides financial support, through its presidentially-approved annual operating budget, for certain types of scholarly and creative activity. These may include, but are not limited to, travel to pursue advanced degrees and/or certifications, conduct research, serve as an officer of a professional society, present papers at professional meetings, or present public performances or exhibits of artistic creations. When the College asks faculty members to represent it at meetings, it also provides travel support.

All travel subsidies are construed as investments, rather than benefits. Their purpose is to enable faculty members to expand and improve the learning opportunities of our students. Travel subsidies are made available only in response to prior written request and authorization on the required form, which must receive the recommending signature of both the Department Chair and the Dean. Resources to support travel are limited; they are accordingly available only to faculty members.

Funds to support faculty travel derive from both endowed funds and budgetary resources. These include funds administered through the Dean's Office to assist with academic-year travel expenses and funds budgeted through the academic departments for this last purpose. Departmental funds are awarded on a per capita basis, with an equal number of dollars flowing to each department per faculty member. These monies are administered through the department, upon application to the Chair. Where members of departments do not use their full departmental travel allocations, the Chair may reassign unexpended balances to meet the needs of departmental colleagues.

Forms for applying for travel support are available on the Faculty Docs webpage.

The following are <u>guidelines</u> for faculty travel. Please bear these in mind as requests for funding are prepared for review in the dean's office.

Eligibility: The Dean's Office encourages College faculty members to travel to participate in conferences and other opportunities for professional development. International travel will be dealt with on a case-by-case basis. The Dean's Office will support more than one trip only if funds are available. In those cases, preference will be given to requests involving presentations. However, funds are allocated on a first-come, first-served basis and may well be completely committed by mid-February. Each department has received $400 in travel money for each full-time faculty member. Departmental funds must be used or committed prior to requesting funding from the Dean's Office.

Application: To apply for funding through the Dean's Office, submit a "Request for Travel Funds" form (on Faculty Docs webpage) at least one month prior to travel. Travelers will not be reimbursed for expenses over and above the amounts approved on this form.

Making Reservations: Internet bookings usually provide the lowest rate. Packages from Expedia and other providers combining hotel, air fare, and rental car can give substantial savings.

Hotels/Lodging: Maximum allowable rate is $175/night after taxes.

Airline Travel: Maximum allowable expense is for economy class made 14 days in advance as listed on the airline's website.

Conference Registration Fees: Eligible for reimbursement, but the original or a photocopy of the registration must be included with the claim.

Meals: The maximum allowable expense for an individual's meals is $50/day. If there will be business entertaining, consult with the Dean's Office prior to travel. Mercer will not reimburse for alcohol. Tips should be calculated at 15-20% of the pre-tax amount charged.

Automobile Rental: Eligible for reimbursement if essential to the professional nature of the trip (i.e., not for sightseeing!).

Personal Vehicle: Mercer reimburses at the current IRS rate. This is intended to cover all the costs of using your vehicle. Do not request reimbursement for gasoline or repairs.

Foreign Exchange: It is the responsibility of the traveler to calculate expenses in foreign currency into the prevailing dollar equivalent during the time of travel.

Receipts: It is **essential** that original receipts (not copies) be provided for all expenses for which a faculty member seeks reimbursement. The College will not provide reimbursement for undocumented expenses.

Reimbursement: The Travel Reconciliation form (on he Faculty Docs webpage) and all receipts must be submitted to the Dean's Office within 30 days of the completion of travel. After that date, there will be no reimbursement.

Because there may not always be sufficient funds to meet the full need of each applicant for travel monies, and because it is reasonable to expect colleagues to share resources in realizing their professional growth, the following guidelines apply.

a. When the College or University requests a faculty member to travel on College or

University business, the faculty member will be reimbursed at 100 percent of travel expenses.

b. In other cases, travel support will run at about 75-80% of the full budgeted anticipated expense of the proposed activity.

c. In addition to ensuring that the off-campus professional activity will contribute meaningfully to student learning, the following criteria will apply in awarding travel funds, listed in order of priority:

(1) support for individuals performing requested College or University business;
(2) support for individuals who will present, exhibit, or perform at professional meetings;
(3) support for individuals conducting research or engaged in creative activity toward publication;
(4) support for individuals whose grants arguably will serve as "seed money" for attracting outside funds;
(5) support for individuals presiding over or fulfilling other major responsibilities at professional meetings;
(6) support for attendance at scholarly or professional meetings;
(7) support for scholarly or creative activity that will benefit the faculty member but promise no substantial gain in student learning;
(8) support for attendance, merely.

3.02.4. The Spencer B. King, Jr. Distinguished Professor Award

The Spencer B. King, Jr. Distinguished Professor Award commemorates the memory of Spencer B. King, Jr. (1904-1977), a Mercer graduate, distinguished Southern historian, and beloved teacher at Mercer for more than thirty years. The award is presented annually to a faculty member of the College of Liberal Arts and Sciences who embodies high standards of scholarship and a commitment to the pursuit of truth, and who through his or her teaching and counseling has inspired in our students a desire for intellectual excellence and spiritual wisdom.

Each year the Dean shall invite in writing the members of the Senior Class to submit letters of nomination for the award. The letters of nomination should include a supporting statement. Faculty members eligible for nomination shall include all full-time members of the College who have been employed by Mercer at least three years and who have not received the award within the preceding two years.

The Selection Committee shall include:

(1) The Dean of the College as chair
(2) Four faculty members appointed by the Dean, normally including recipients of the award in the previous two years.
(3) Four students from the Senior Class appointed by the SGA.

No faculty member may receive the award more than once in three years. The criteria of selection shall include scholarly stature and success as a teacher, as described above. In considering the persons nominated, the Committee may seek information in addition to the letters of nomination. The Committee may choose not to make an award.

The Dean's letter to the Senior Class should make clear the purpose of the award and the means of selection and should indicate to whom nominations should be sent. The nominating process should begin during the fall semester each year and continue through the first part of the spring semester. The Selection Committee should be appointed following the close of nominations. The Student Government Association should be given responsibility for publicizing the award and encouraging nominations from the Senior Class.

3.02.5. Visiting Speakers and Distinguished Lecturers

Departments may be provided with funds to bring in one or more visiting speakers for several days each year to give lectures, to serve as a consultant on curriculum, or otherwise to strengthen the work of the department.

The NEH Lectureships provide visiting speakers throughout the academic year. The College also supports and assists in arranging the annual Lamar Lectures. An endowment in the Roberts Department of Religion provides for the annual Harry Vaughn Smith Lectures. Through the Department of English, the College arranges each year for a visiting writer to hold the Ferrol Sams Chair.

3.02.6. Conflict of Interest/Commitment Policy

I. BASIC PRINCIPLES

Mercer University recognizes that external consulting activities are a proper and common feature of academic employment, contributing to the professional development of the individual and extending the University's missions of teaching, research, and service. The University permits and indeed encourages a limited amount of such activities where they (a) provide the individual employee with experience and knowledge valuable to teaching, research, or scholarship, (b) involve suitable research or scholarship through which the individual may make a worthy contribution to knowledge, or (c) constitute a public service,

as long as they do not present unacceptable conflicts of interest or create conflicts of commitment with respect to the individual's obligation to the University and to the performance of University duties.
Accordingly, the following basic principles are adopted as the policy of the College of Liberal Arts and Sciences. These amplify and supplement policies described in the *University Faculty Handbook.*

A. Full-time members of the faculty and professional and administrative staff owe their primary professional responsibility to the University, and their primary commitment of time and intellectual effort should be to their institutional responsibilities. Outside activities may not interfere with the individual's institutional responsibilities.

B. No outside activities should result in any conflict of interest or commitment with the individual's responsibilities to the University.

C. University resources (including space, facilities, equipment, and support staff) may not be used for outside activities without prior approval of, and appropriate payment to, the University.

D. The University's name may not be used in outside activities without prior approval. Faculty members naturally may identify themselves professionally in terms of their institutional affiliation. Care shall be exercised, however, to insure that external professional involvements do not imply University sponsorship or sanction.

E. Faculty members who wish to arrange consulting or other paid outside activities must obtain prior approval from the Dean. Professional or administrative staff must obtain prior approval from the appropriate supervisor.

The College's Conflict of Interest/Commitment Policy is applicable to faculty and staff for the entire calendar year even when the employee serves under an appointment of less than twelve months.

II. Interpretive Guidelines

A regular, full-time member of the faculty of the College of Liberal Arts and Sciences is considered to bear primary professional obligations to the College. Outside consulting, employment, or business interests must not diminish one's effectiveness in the performance of faculty responsibilities. Outside consulting, employment, or business interests must be clearly subordinate to the individual's teaching, advising, scholarly, and service functions for the College and University, and must be held to a minimum during the academic year.

The College and Mercer University encourage faculty and staff to participate in non-University activities that enhance the mission of the institution in areas of teaching, research, service, and the creation and dissemination of new knowledge. This policy encourages transparency and full disclosure.

Examples of activities for which reporting is <u>not necessary</u> include:

- Time spent preparing books, articles, lectures, works of art, or artistic performances expected of faculty and staff in the normal course of university duties
- Royalties from past writings
- Prizes
- Uncompensated and volunteer activities

Examples of activities that are <u>necessary</u> to report include:

- Accreditation and program reviews
- Artistic performances, sales of art work, sale of scholarly work
- Honoraria
- Guest lectures and workshops
- Salary from any non-University entity
- Receipt of stock, stock options, or ownership interests
- Intellectual property rights
- Consulting and workshop activities
- Contracted research
- Teaching outside the College

III. Specific Policy on Financial Conflicts of Interest in Research or Other Activities Sponsored by the National Science Foundation (NSF) and the Department of Health and Human Services (HHS)

A. Introduction

This portion of the College of Liberal Arts and Sciences Conflict of Interest/Commitment Policy is based on and is intended to comply with the National Science Foundation (NSF) Investigator Financial Disclosure Policy and the final regulations of the Department of Health and Human Services (HHS) dealing with investigator conflicts of interest, both of which were effective on October 1, 1995. Modifications may be necessary or advisable once other governmental funding agencies adopt conflict of interest rules, or once further guidance is received from NSF and HHS.

B. Definitions

1. *Investigator* means the principal investigator, co-principal investigators, and any other person at the University who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by a governmental agency.

2. *Significant financial interest* means anything of monetary value, including, but not limited to, salary or other payments for services (e.g. consulting fees or honoraria); equity interests (e.g. stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights). The term does not include:

   a. Salary, royalties, or other remuneration from the University, or any ownership right held by the University, if the University is an applicant for, or recipient of, funding under the Small Business Innovation Research Program or Small Business Technology Transfer Program;

   b. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;

   c. Income from service on advisory committees or review panels for public or nonprofit entities;

   d. An equity interest that, when aggregated for the investigator and the investigator's spouse and dependent children, meets both the following tests: (a) does not exceed $10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and (b) does not represent more than a 5% ownership interest in any single entity; or

   e. Salary, royalties or other payments that, when aggregated for the investigator and the investigator's spouse and dependent children, are not expected to exceed $10,000 during the next twelve month period.

C. Required Financial Disclosures

1. Each investigator must disclose to the Dean all significant financial interests of the investigator (including those of the investigator's spouse and dependent children) (a) that would reasonably appear to be affected by the research or educational activities funded or proposed for funding by a governmental agency, or (b) in

entities whose financial interests would reasonably appear to be affected by such activities.

2. The financial disclosures required above must be provided prior to or at the time a proposal for funding is submitted to a governmental agency. Such financial disclosures must be updated during the period of the award, either on an annual basis or as new reportable significant financial interests are obtained.

D. Determination and Management of Conflicts of Interest

1. The Dean will review the financial disclosures; determine whether a conflict of interest exists; and determine what conditions or restrictions, if any, should be imposed by the University to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the Dean reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of government-funded research or educational activities.

2. Examples of conditions or restrictions that might be imposed to manage, reduce, or eliminate conflicts of interest include, but are not limited to:

   a. Public disclosure of significant financial interests;

   b. Monitoring of research by independent reviewers;

   c. Modification of the research plan;

   d. Disqualification from participation in the portion of the government-sponsored research that would be affected by the significant financial interests;

   e. Divestiture of significant financial interests; or

   f. Severance of relationships that create conflicts.

3. If the Dean determines that imposing conditions or restrictions would be either ineffective or inequitable, and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer, or the public health and welfare, then the Dean may recommend that the research be allowed to go forward without imposing such conditions or restrictions. Such a recommendation will be forwarded to the Provost for review and approval.

4. If the Dean determines that a conflict of interest cannot be satisfactorily managed, the Dean will promptly notify the University's General Counsel, who will assure

that the government agency is kept appropriately informed, in accordance with the applicable regulations.

5. Any investigator who disagrees with any determination made by the Dean under this policy may appeal to the Provost, whose decision shall be final.

E. Certification of Compliance

1. Each investigator must certify that he or she has read and understands this policy, that all required disclosures have been made, and that the investigator will comply with any conditions or restrictions imposed by the University to manage, reduce, or eliminate conflicts of interest.

2. The University is required to certify in proposals for funding made to certain governmental agencies, including NSF and HHS, that the University has implemented a written and enforced conflict of interest policy that is consistent with applicable requirements imposed by the agency; that to the best of its knowledge all financial disclosures required by that conflict of interest policy have been made; and that all identified conflicts of interest will have been satisfactorily managed, reduced or eliminated prior to the University's expenditure of any funds awarded by the agency, in accordance with the conflict of interest policy. The University will rely on the investigators' certifications in making its certifications to the governmental agencies.

F. Enforcement; Sanctions for Non-Compliance

The failure of any investigator to comply with this policy shall constitute grounds for disciplinary action, consistent with the procedures set forth in the *University Faculty Handbook, the Employee Handbook for Non-Faculty Employees*, or other applicable disciplinary policies and procedures.

G. Records

Records of all financial disclosures and of all actions taken to manage conflicts of interest shall be retained until at least three years beyond the termination or completion of the government-sponsored project award to which they relate, or until the resolution of any government action involving those records, whichever is longer.

IV. ANNUAL DISCLOSURE

In order to prevent conflicts of interest and commitment, it is the policy of the College of

Liberal Arts and Sciences that each faculty member will annually complete a Conflict of Interest Form, which will be made a matter of record. The form shall be submitted with the faculty member's annual contract. Copies of the form are available on the Faculty Docs page.

3.03. Tenure and Promotion

3.03.1. Faculty Development Profile

The Faculty Development Profile is the primary process and document the College of Liberal Arts and Sciences uses to encourage and support the professional development of its faculty. It is used in full or modified form during the second- and fourth-year reviews of tenure-track faculty; as an application for tenure and promotion to Associate Professor; as an application for promotion to Professor; and as a submission for post-tenure review. The profile will contain materials documenting faculty work in the three domains of teaching, scholarship, and service. The three sections are respectively entitled the Teaching Profile, the Scholarship Profile, and the Service Profile. The full profile must contain a narrative report of individual effort during the review period and updated *curriculum vitae*. Each of the constituent sub-profiles will offer its own appropriate material based on its particular use (i.e., pre-tenure review, application for tenure, application for promotion, or post-tenure review). Faculty may also include items expected by departments or in response to previous feedback. The intent is to obtain as comprehensive and fair a body of evidence as may be helpful.

Regardless of the intended use of the Faculty Development Profile, it is the faculty member's responsibility to document teaching excellence and either satisfactory or excellent performance in scholarship and service. If evidence or documentation is not provided, the assumption will be that the relevant form of evidence does not exist.

3.03.1.1. The *Curriculum Vitae*

The first item in the Faculty Development Profile is an updated *curriculum vitae.* The *vita* should clearly highlight in all sections activities and accomplishments since the faculty member's last official review (e.g., application for tenure, application for promotion, or post-tenure review) or since employment at Mercer University.

3.03.1.2. The Teaching Profile

The College of Liberal Arts and Sciences requires excellence in teaching by all faculty, and the primary role of the Teaching Profile is to demonstrate teaching excellence and a commitment to continued self-improvement in teaching. The Teaching Profile must include, but is not limited to:

- A statement of teaching philosophy and reflective self-assessment that demonstrates a commitment to student learning and teaching excellence
- A list of courses taught and their frequency
- Evidence of student learning in courses
- Systematic reviews of teaching by peers that demonstrate teaching excellence (as defined below in section 3.03.1.2.1)
- Student perceptions of teaching effectiveness
- Evidence of response to peer review and student perceptions to improve student learning and teaching quality
- Evidence of efforts to improve student learning and teaching quality, which may include professional development, teaching in new areas of the curriculum, workshops, etc.
- Long- and short-term teaching goals

Examples of additional evidence that a faculty member may choose to add to the Teaching Profile include:

- Syllabi that provide reasonably clear and appropriate expectations
- Assessment practices that support student learning (e.g., learning outcomes are effective and well aligned with course goals; assignments and testing strategies are likewise effective)
- Goals and course content that provide evidence of continuous improvement based on examples of effective pedagogical practices
- Faculty may include additional evidence as they find appropriate.

3.03.1.2.1. Peer Observations of Teaching

Peer observations of teaching are one of the most important elements of the Faculty Development Profile, but they differ from other elements because observation reports are often added to the Development Profile after the faculty member has submitted it to the Department Chair, Dean, or appropriate committee.

The system of peer review emblematic of higher education requires all faculty to guide and mentor colleagues with special attention given to junior colleagues. Peer observations of teaching are most valuable to both the instructor and the processes for tenure, promotion, and post-tenure review when they are systematic; that is, when they:

- Include, for candidates for tenure and promotion, several (3-5) observations since the last formal review. It is not expected that these observations will be made by the same person.
- Include, for post-tenure review candidates, feedback from at least two tenured faculty peers who have observed instruction in the last two years
- Consider the learning goals for the course and the individual class sessions
- Comment thoughtfully on both instructor and student behaviors
- Within two to four weeks after the visitation offer clear oral and written feedback to the instructor noting specific strengths and weaknesses. For pre-tenure candidates, the reviewer should send feedback initially to the faculty member with an opportunity for conversation, after which the reviewer should send the final version of the review to both the candidate and the Chair/Director in a timely manner. For post-tenure faculty, feedback should be sent directly to the faculty member.

It is especially important for Chairs and Program Directors to be responsible for untenured departmental faculty and to ensure their teaching is regularly observed by peers from inside and outside the department. Individual faculty may always invite peers to conduct classroom observations. Chairs and Directors are encouraged to facilitate peer observation of the teaching of tenured colleagues. It is the ultimate responsibility, however, of applicants for post-tenure review and promotion from Associate Professor to Professor to have peers from inside and outside their department observe their teaching.

3.03.1.2.2. Student Feedback

The Faculty Development Teaching Profile must include tabulated results from the Student Perceptions of Teaching instrument. The Advisory Committee on Rank and Tenure and the Advisory Committee on Promotion and Post-Tenure Review will regularly describe best practices for the tabulation of results, including practices when faculty have used different iterations of the Student Perceptions of Teaching Form. Excellent teaching cannot be identified by student feedback alone, but results are used by the College in conjunction with other evaluative data.

3.03.1.3. The Scholarship Profile

The College of Liberal Arts and Sciences requires all faculty to be active in the production and dissemination of scholarly and creative works. The College defines scholarship broadly and regularly uses the categories of scholarship developed by Ernst Boyer in *Scholarship Reconsidered* (1990). These include the scholarships of (a) discovery, (b) integration, (c) application and engagement, (d) teaching and learning, and (e) creative works and artistic performances. All tenured faculty and candidates for tenure are expected to produce and disseminate scholarship at the satisfactory or excellent levels.

In the College of Liberal Arts and Sciences, research becomes scholarship when it is presented outside of Mercer University.

The Scholarship Profile must demonstrate both the quantity and quality of scholarship and creative works. Further, the description of one's scholarship should be written at a level understandable by someone outside of the discipline. It must include but is not limited to:

- Descriptions and copies of papers presented
- Descriptions and copies of publications
- Descriptions and other evidence of works created**,** exhibited, directed, or performed
- Evidence of peer review of scholarly or creative works
- Long- and short-term scholarly goals well suited to a regional comprehensive university context

In some cases, to demonstrate the quality of scholarship, it may be necessary to seek an outside review of a faculty member's scholarship to include in the Scholarship Profile. This decision may be made by the Dean of the College, the Department Chair, or the individual faculty member when sufficient evidence of peer review is unavailable and/or when other tenured members of the department are unqualified to assess the quality of scholarship. In such cases, the Department Chair in consultation with the Dean will select the external reviewer(s), and the identity of the reviewer(s) will be withheld from the individual faculty member.

Examples of additional evidence that a faculty member may choose to add to the Scholarship Profile include:

- Awards or other external recognition for scholarly or creative achievements
- External support captured to facilitate scholarship or creative activities agenda
- Adherence to relevant ethics conventions for scholarly and creative projects
- Skilled time management facilitating success of scholarly agenda or creative plan
- Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)
- Impact of the scholarship or creative work on the field or discipline

Faculty may include additional evidence as they find appropriate.

Faculty in the College of Liberal Arts and Sciences regularly supervise undergraduate research that leads to publication or presentation. It is the responsibility of the faculty member to demonstrate why undergraduate research achievements are also evidence of scholarly achievements by the faculty member rather than evidence of teaching excellence more appropriate in the Teaching Profile. Factors may include the relationship of the undergraduate research to the faculty member's personal scholarly or creative agenda, the degree to which the undergraduate research was completed under the faculty member's direct supervision, and whether the undergraduate research led to external presentation or publication with the faculty member as a co-author.

3.03.1.4. The Service Profile

The College of Liberal Arts and Sciences requires all faculty to be active in service to the College, the University, and/or the academic profession. The College also recognizes community service, but only when it draws upon the professional expertise of the faculty member. All tenured faculty and candidates for tenure are expected to offer service at the satisfactory or excellent levels.

The Service Profile must demonstrate both the quantity and quality of service. It must include but is not limited to:

- Descriptions of significant service activities in the department, College and University
- Evidence of leadership demonstrated in targeted areas of service (e.g., holds an office)
- Long- and short-term service goals that balance demands from the discipline, department, campus, and community

Faculty may include additional evidence as they find appropriate, including:

- Descriptions of service to the community that draws upon professional expertise
- Descriptions of service to the profession
- Evaluations of service quality by individuals outside the University
- Descriptions of service as a student organization advisor
- Evidence of effective academic advising

Faculty members in the College are regularly engaged in a variety of professional capacities in service to the College, University, and community. In many cases, such as service-learning courses, study abroad, community-based research, and competitive academic teams, the boundaries between service and either research or teaching may be unclear. It is the responsibility of the faculty member to demonstrate why specific achievements are best assessed as service rather than teaching or scholarship.

3.03.1.5. The Chair's Letter

A letter from the Department Chair on behalf of the faculty member's home department is the final element of the Faculty Development Profile. Since the Faculty Development

Profile may serve different purposes (e.g., more developmental in second- and fourth-year reviews and more evaluative in tenure or promotion applications), the Chair's letter may also include different elements. However, the following elements are essential in all letters:

- An evaluation of teaching quality: This should include a summary of feedback on multiple teaching observations by tenured members of the department or faculty, a comparison of student feedback to departmental averages, evidence of response to peer and student feedback, and other evidence of student learning.
- An evaluation of scholarship quality: This should include a qualitative and quantitative assessment of scholarly or creative works by the department, including (if requested) any assessment by an outside evaluator. The department may also state its expectations for the relationship of undergraduate research to faculty scholarship.
- An evaluation of service quality: This should include a statement by the department on what was expected for service and what has been accomplished. It is also the department's responsibility to summarize feedback from peers outside the department on the quality of College, University, and/or community service.

The Chair's letter should represent the department's assessment of the faculty member's accomplishment and areas for growth. To indicate the letter is a departmental assessment, it should be signed by all tenured members of the department. If all tenured members of the department do not sign the letter, it is the responsibility of the Department Chair to explain why signatures are absent.

3.03.2. Tenure

3.03.2.1. Philosophy of Tenure

Tenure at Mercer University serves many functions. The traditional purpose of tenure is to protect academic freedom in the classroom, in scholarly endeavors, and during the free exchange of ideas that occurs in institutions of higher learning. Academic freedom is a fundamental principle which the College of Liberal Arts and Sciences strongly embraces and endorses. Tenure also unites the individual faculty member and the University in a reciprocal relationship which carries with it rights and responsibilities for both parties. Receipt of tenure tells the faculty member that the University values his or her achievements, recognizes the promise of further contributions, and is willing to invest in a career-long collaboration with him or her. Conversely, there is an expectation that the faculty member will continue to engage meaningfully and substantively with the University community over the course of his or her career, maintaining high standards of teaching, scholarship, and service. Tenure is a hallmark of the continuing partnership between the University and the faculty member both working in concert to achieve their mutual goals.

3.03.2.2. College Policy on Tenure

The University Tenure Policy is found in section 2.04.2 of the *University Handbook*. The policy with College guidelines is as follows:

1. Though tenure may be granted at any time by the President, usually it is conferred only after completion of a probationary period. Tenure is awarded by the President upon the authority of the Board of Trustees and with the advice of the Provost and the Dean of the college or school in which the individual holds faculty appointment. Fitness for tenure is determined through a review process involving tenured faculty colleagues and Department Chairs, faculty personnel committees, and academic officers, who consider evidence of the candidate's contributions to the educational program and potential long-term service to the University. Guidelines for more explicit or qualified application of the University's general tenure policy are developed by the individual colleges and schools, subject to the approval of the President. Any candidate's individual duties or expectations outside a normal contract that directly impact tenure and promotion should be clearly defined in writing.

2. The College awards tenure to protect academic freedom and encourage free expression. The award of tenure also recognizes the promise of career-long professional excellence in the faculty member.

3. Only faculty members holding the rank of Professor, Associate Professor, or Assistant Professor are eligible for consideration for tenure.

    a. Faculty holding the rank of Instructor who have passed their fifth year of full-time employment in the College without having become eligible for consideration for tenure will be given notice of non-renewal (see University Section 2.04.3).

    b. Upon promotion to the rank of Assistant Professor, a faculty member becomes eligible for consideration for tenure (see Section 5 below). At the time of promotion, the Dean may award from one to three years credit as tenure-relevant experience for service in the College at the rank of Instructor. Service at the rank of Instructor at another institution will not be considered as tenure-relevant experience. Notification of appointment at the rank of Assistant Professor will include this information (specifics given in number 4).

4. Tenure-relevant experience:

a. Tenure-relevant experience is counted only for full-time service at the rank of Assistant Professor or above.

b. In the case of new appointments, the Dean determines the amount of previous tenure relevant experience and includes this information in the initial contract letter. Normally, credit for tenure-relevant experience will not exceed three years.

c. The contract includes the following elements:

    1. Effective date of appointment
    2. Amount of previous tenure-relevant experience
    3. Anticipated year of tenure review
    4. Anticipated effective date of tenure, if awarded

5. Tenure notification:

    a. Review and notification for tenure occur during the sixth year of full-time faculty appointment in the College of Liberal Arts and Sciences at the rank of Assistant Professor or above and may not be deferred beyond that year, subject only to the conditions of the appeals process (see University Section 2.05). Tenure becomes effective at the beginning of the seventh contract year. Subject to specific qualifications in the guidelines of the different colleges and schools as approved by the President (see University Section 2.04.2), shorter or longer probationary periods may be established.

    b. Faculty members are notified of tenure or offered a one-year terminal contract no later than May 15 of the year of tenure review.

6. Should a faculty member be granted a sabbatical leave or leave of absence, the period of such leave may count, under prior agreement with the University, as part of the probationary period. Tenure review may not occur during such leave.

7. Faculty members whose appointments depend upon continued external funding are not subject to the maximum limitation of the period of probationary appointment.

8. Each faculty member with tenure is informed in writing of the terms and conditions for a continued appointment by May 15 of each year, if possible, and not later than two weeks after formal approval by the Board of Trustees.

9. For faculty members employed by the University on or before April 15, 1988, the granting of tenure conforms to the tenure policy in force on the effective date of initial appointment in the college or school.

3.03.2.3. Criteria for Tenure

Tenure in the College of Liberal Arts and Sciences is based on achievement and potential, considering the following criteria:

a. The candidate demonstrates excellence in teaching and the potential for continued growth in teaching;

b. The candidate demonstrates a satisfactory level of scholarship and the potential for continued scholarship or creative activity, and

c. The candidate demonstrates a satisfactory level of professional service and the potential for continued contributions, leadership and collegiality in the department, College, University, profession, and/or community.

Since teaching lies at the heart of the College's academic life, excellence in teaching is considered especially important.

The Faculty Development Profile is not meant to list exhaustively all activities. Rather, successful candidates will provide a selection of representative evidence that makes a compelling case on their behalf. Candidates should reflect upon the way(s) the Faculty Development Profile succeeds in presenting a unified rationale for the granting of tenure. There are at least three considerations:

a. Sufficiency
The tenure candidate should provide a comprehensive assessment that includes a reasoned argument for why tenure should be awarded.

b. Consistency
The tenure candidate should present a Faculty Development Profile demonstrating corroboration among the candidate’s profile, colleagues’ evaluative letters, students’ perceptions of teaching, and other supporting materials.

c. Continuity
The tenure candidate should present a Faculty Development Profile demonstrating sustained and continuing growth.

3.03.2.4. Pre-Tenure Reviews

3.03.2.4.1. First-Year Review

During the spring semester of the first year of the probationary period, the Chair will make arrangements with the candidate for a candid discussion of the candidate's strengths and areas for improvement after the direct observation of teaching. In order to foster professional development, the review should provide untenured faculty members with constructive criticism and identify aspects of the candidate's teaching, scholarship, and service requiring attention. The Chair and the candidate shall develop a well defined plan to improve in all areas, and a written summary of this discussion will be sent to the candidate and the Dean by the Chair. The candidate and the Chair will next meet with the Dean, and the Dean will send a written summary of the discussion to the candidate and the Chair.

3.03.2.4.2. Second-Year Review

At the beginning of the spring semester of the second year of the probationary period, the candidate will submit to the Department Chair the candidate's first Faculty Development Profile. Upon reviewing the Development Profile, the Chair, after consultation with the tenured departmental colleagues, will send to that candidate a written assessment of the accomplishments during the period of service under consideration, and make arrangements for a discussion of this assessment. In their conversation, the Chair and the candidate will employ the results of the Faculty Development Profile and the department's review of it to establish development objectives for the next work cycle.

A written summary of these will be forwarded to the Dean for further review. The Dean will discuss with the candidate and the Chair the department's assessment of the candidate's progress, and the Dean will send a written summary of the discussion to the candidate and the Chair. Upon being approved by the Dean, these objectives detail the plan for faculty growth and development for the ensuing period of service. The meeting with the Dean is also a time for the candidate to discuss the appropriate balance between teaching, scholarship, and service.

The second-year review should include a realistic assessment of progress and success as well as a focus on areas needing improvement. This process will provide the department with a record of assessment and feedback to be used in a subsequent tenure/promotion decision.

Because excellence in teaching is an expected qualification for tenure, the evaluation of teaching effectiveness is especially important here. Thus, it is crucial that candidates have adequate opportunities for their teaching to be constructively reviewed by their Department Chair and other faculty peers.

3.03.2.4.3. Fourth-Year Review

No later than August 1 of the fourth year, the candidate shall submit to the Chair an updated Faculty Development Profile. Upon reviewing the Development Profile, the Chair, after consultation with the tenured departmental colleagues, will send to that candidate a written assessment of the accomplishments during the period of service under consideration, and make arrangements for a discussion of this assessment.

By August 15, the candidate shall submit to the Dean the Faculty Development Profile and the Chair's letter. The Dean will consult with the Advisory Committee on Rank and Tenure and review with the committee the candidate's Faculty Development Profile and the Chair's letter. Following this consultation, the Dean will write a letter to the candidate. By November 1, the Dean shall meet with the candidate and the Department Chair to present and review the Dean's feedback letter to the candidate. The meeting with the Dean is also a time for the candidate to discuss the appropriate balance between teaching, scholarship, and service. The Dean's letter should identify strengths and all less than excellent indicators in the area of teaching and all less than satisfactory indicators in the areas of scholarship and service. The Dean may also make recommendations for improvement.

3.03.2.5. Preparing an Application for Tenure

3.03.2.5.1. Schedule

In the spring semester preceding the year in which a faculty member is eligible for consideration for tenure, the Dean will inform those eligible to apply for tenure. This arrangement will enable candidates for tenure to prepare the Faculty Development Profile and supporting materials over the summer. The Faculty Development Profile is due to the Chair of the candidate's department by August 1.

The candidate will submit the Faculty Development Profile with supporting materials to the Chair of the Advisory Committee on Rank and Tenure by October 1. Candidates will be informed in advance about the number of copies needed of each part and the format in which they should be provided.

3.03.2.5.2. Content of the Application

At the time when a faculty member is notified that he or she is eligible for consideration for tenure, the Dean shall inform the faculty member of specific requirements for the application, including the number and form of copies, etc. Normally, an application for tenure includes the full Faculty Development Profile as well as:

1. A cover letter of application addressed to the Chair of the Advisory Committee on Rank and Tenure that provides a concise summary of the profile, a list of requested reference letters, and any information about accessing the materials.

2. Three to five letters of recommendation sent directly to the Chair of the Advisory Committee on Faculty Rank and Tenure by the October 1 deadline, including:

   - A letter of evaluation from the applicant's Department Chair on behalf of the department. To indicate the letter is a departmental assessment, it should be signed by all tenured members of the department. If all tenured members of the department do not sign the letter, it is the responsibility of the Department Chair to explain why signatures are absent.

   - Two to four additional letters requested by the candidate to address the various criteria. Some examples might include:

     - A Mercer colleague who has observed the candidate in the classroom over a period of time;
     - Colleague(s) outside of the department who have observed the candidate's teaching in cross-college programs and/or who have participated in deliberative processes with the candidate;
     - Professional colleague(s) who can address the candidate's scholarly contribution to the discipline;
     - A professional colleague or community partner attesting to the candidate's professional service to the College, University, discipline, and/or community.

3. A Faculty Development Profile that articulates a detailed rationale for granting tenure, including analysis and reflection on:

   - The evidence of excellence in teaching
   - The evidence of satisfactory scholarship
   - The evidence of satisfactory service contributions to the department, College, University, discipline, and/or community

4. The projected goals in the areas of teaching, scholarship, and service.

3.03.3. Promotion

3.03.3.1. Terminal Degrees

Appointment or promotion to the rank of Assistant Professor, Associate Professor, or Professor requires a completed, earned, terminal degree from an accredited university. In the College of Liberal Arts and Sciences, the Doctor of Philosophy (Ph.D.) degree is the terminal degree for most fields, and the Master of Fine Arts (M.F.A.) degree is recognized by the College as the terminal degree in many fields of the arts. The Dean, in consultation with the Executive Committee, may deem at the time of initial appointment other degrees, especially those earned at international universities, to be the equivalent of the Ph.D. or the M.F.A.

3.03.3.2. Determination of Rank

The following guidelines apply to promotion:

- From Instructor to Assistant Professor
    - Candidates with an initial appointment as an Instructor may be recommended for promotion to the rank of Assistant Professor by the Dean at the completion of a terminal degree.
    - Faculty in their fifth year of full-time employment at the rank of Instructor are notified of promotion or offered a one-year terminal contract no later than May 15 of that year.

- From Assistant Professor to Associate Professor
    - Faculty at the rank of Assistant Professor who meet the standards for tenure shall be promoted to Associate Professor upon being granted tenure. With exceptional qualifications, a member of the faculty may be appointed as an Associate Professor (without tenure) at the time of hire with provisions for the tenure process.

- From Associate Professor to Professor
    - Normally consideration for promotion is given in the seventh year as Associate Professor for a person with impressive qualifications, and consideration will not be given until such qualifications have been achieved.

3.03.3.3. College Criteria

Promotion in professorial rank is a major means of recognizing professional growth and maturity; promotions do not, however, come merely with the passage of time. It is the task of the Advisory Committee on Faculty Promotions and Post-Tenure Review to evaluate the evidence for excellence in teaching, scholarship, and service of each faculty member below the rank of Professor and to convey to the administration recommendations for promotion to the rank of Professor, along with appropriate supporting information. In all three areas of evidence, the Committee evaluates candidates on the basis of achievement rather than promise of future achievement.

Since teaching lies at the heart of the College's academic life, excellence in teaching is considered especially important. For promotion to the rank of Professor, candidates must also demonstrate excellent achievement in scholarship or service as well satisfactory achievement in the other area.

The Faculty Development Profile is not meant to list exhaustively all activities. Rather, successful candidates will provide a selection of representative evidence that makes a compelling case on their behalf. Candidates should reflect upon the way(s) the Faculty Development Profile succeeds in presenting a unified rationale for the granting of promotion. There are at least two considerations:

a. Sufficiency
The candidate for promotion should provide a comprehensive assessment that includes a reasoned argument for why promotion should be awarded.

b. Consistency
The candidate for promotion should present a Faculty Development Profile demonstrating corroboration among the candidate's profile, colleagues' evaluative letters, students' perceptions of teaching, and other supporting materials.

3.03.3.4. Preparing an Application for Promotion

3.03.3.4.1. Schedule

In the spring semester preceding the year in which a faculty member is eligible for consideration for promotion, the Dean will inform those eligible to apply for promotion. This arrangement will enable candidates for promotion to prepare the Faculty Development Profile and supporting materials over the summer. The Faculty Development Profile is due to the Chair of the candidate's department by August 1.

The candidate will submit the Faculty Development Profile with supporting materials to the Chair of the Advisory Committee on Promotion and Post-Tenure Review by October 1. Candidates will be informed in advance about the number of copies needed of each part and the format in which they should be provided.

3.03.3.4.2. Content of the Application

At the time when a faculty member is notified that he or she is eligible for consideration for promotion, the Dean shall inform the faculty member of specific requirements for the application, including the number and form of copies, etc. Normally, an application for promotion includes the full Faculty Development Profile as well as:

1. A cover letter of application addressed to the Chair of the Advisory Committee on Promotion and Post-Tenure Review that provides a concise summary of the profile, a list of requested reference letters, and any information about accessing the materials.

2. Three to five letters of recommendation sent directly to the Chair of the Advisory Committee on Promotion and Post-Tenure Review by the October 1 deadline, including:

    - A letter of evaluation from the applicant's department chair on behalf of the department. To indicate the letter is a departmental assessment, it should be signed by all tenured members of the department. If all tenured members of the department do not sign the letter, it is the responsibility of the Department Chair to explain why signatures are absent.

    - Two-to-four additional letters requested by the candidate to address the various criteria. Some examples might include:

        - A Mercer colleague who has observed the candidate in the classroom over a period of time
        - Colleague(s) outside of the department who have observed the candidate's teaching in cross-college programs and/or who have participated in deliberative processes with the candidate
        - Professional colleague(s) who can address the candidate's scholarly contribution to the discipline
        - A professional colleague or community partner attesting to the candidate's professional service to the College, University, discipline, and/or community

3. A Faculty Development Profile that articulates a detailed rationale for granting promotion that includes analysis and reflection on:

    - The evidence of excellence in teaching
    - The evidence of satisfactory or excellent scholarship
    - The evidence of satisfactory or excellent service contributions to the department, College, University, discipline, and/or community

4. The projected goals in the areas of teaching, scholarship, and service

5. In addition to continuing excellence in teaching, candidates should state in their letter of application as to which areas they would like to be evaluated as excellent:

    - Evidence of excellent scholarship or creative activity and satisfactory service outside the classroom **or**
    - Evidence of excellent service outside of the classroom and satisfactory scholarship and/or creative activity

3.03.4. Post-Tenure Review

The College of Liberal Arts and Sciences requires a rigorous system of post-tenure review to encourage and promote on-going professional development by providing an opportunity for focused self-reflection on past accomplishments and goals for teaching, scholarship, and service.

The post-tenure review process will be conducted according to standards that protect academic freedom and the quality of education, including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. Further, post-tenure review is not a re-evaluation of tenure.

3.03.4.1. College Criteria

All tenured members of the faculty are expected to maintain excellence in teaching and remain at least satisfactory in scholarship and service.

3.03.4.2. Preparing a Faculty Development Profile

At the time when a faculty member is notified that he or she is scheduled for post-tenure review, the Dean shall inform the faculty member of specific requirements for the application, including information on best practices. Post-tenure review materials must include:

1. An abbreviated Faculty Development Profile (3-7 pages) that includes analysis and reflection on:

    - The evidence of excellence in teaching
    - The evidence of satisfactory scholarship
    - The evidence of satisfactory service contributions to the department, College, University, discipline, and/or community

2. Projected goals in the areas of teaching, scholarship, and service developed in consultation with the Department Chair

3. Copies of annual reports during the covered period

4. A summary of Student Perceptions of Teaching data during the covered period

5. Feedback from at least two tenured faculty peers who have observed instruction in the last two years

6. A letter from the Department Chair describing and evaluating accomplishments in teaching, scholarship, and service and endorsing goals

7. A current CV, highlighting activity since the last review period

8. Faculty may choose to submit supplemental materials that support their abbreviated Faculty Development Profile.

3.03.4.3. Schedule

Faculty undergo post-tenure review in their fifth year after tenure and every fifth year afterwards. For Associate Professors with seven or more years in rank, submission of an application for promotion to Professor may be substituted for post-tenure review, and regardless of the application's disposition, submission of the application resets the five-year time clock.

In the Spring Semester preceding the year in which a faculty member is due for post-tenure review, the Dean will before the end of the term and in writing inform those due. This arrangement will enable individual faculty to prepare the necessary materials over the summer. The Faculty Development Profile is due to the Chair of the candidate's department by November 15. The faculty member will submit all materials to the Chair of the Advisory Committee on Promotion and Post-Tenure Review by January 3. Faculty members will submit materials electronically to the Committee.

3.03.4.4. Recommendations of the Advisory Committee on Faculty Promotions and Post-Tenure Review

The Advisory Committee on Faculty Promotions and Post-Tenure Review shall advise the Dean on whether faculty members exceed, meet, or do not meet the College's expectations for post-tenure review (excellence in teaching, satisfactory scholarship, and satisfactory service).

3.03.4.5. Faculty Developmental Support Plan

When the Dean, upon review of the Committee's recommendation, concludes that a member of the faculty does not meet the expectations, a faculty developmental support plan is required.

All procedures relating to the faculty developmental support plan shall be governed by the following language from Section 2.5.2 of the University Faculty Handbook (section numbers in this part refer to the University Faculty Handbook):

> The faculty member whose performance does not meet expectations in one or more areas shall be placed by the Dean on a developmental support plan within 30 days of receiving the written evaluation. The developmental plan is to be established collaboratively by the Dean, the faculty member, and the faculty member's supervisory chair, program director, or designate. A developmental plan shall respect academic freedom and professional self-direction and shall be flexible enough to allow for subsequent redirection. Establishing a developmental support plan is not a disciplinary action. It is an instrument for committing to specific short-term and long-term professional development goals and strategies. The faculty member shall have the right to provide a written response regarding how the written developmental support plan is formulated, the plan's content, and any resulting evaluation. The plan will
>
> 1. Be limited in term to no more than one year for teaching and three years for scholarship and service;
> 2. Include a follow-up schedule with specific dates, benchmarks, and tangible goals for evaluating improved performance;
> 3. Indicate the University resources available to provide appropriate support for the faculty member in achieving goals of the plan; and
> 4. Indicate who will monitor the implementation of the plan and support the faculty member throughout the process.
>
> The evaluation of the Dean is subject to faculty appeal as specified in Section 2.9. If a faculty member believes that the decision of the post-tenure review was based significantly on considerations violative of academic freedom or University policies prohibiting discrimination, the faculty member may file a complaint as outlined in Section 2.10.
>
> The Dean, in consultation with the faculty member's supervisory chair, program

director, or designate shall annually assess evidence of improvement as part of the faculty member's annual faculty report. The developmental support plan may be amended due to such assessments. After the term of the developmental support plan, the faculty member must resubmit for post-tenure review.

The faculty member whose performance does not meet expectations on the post-tenure review that follows the developmental support plan shall be referred to the Provost. The Provost shall establish an administrative review to determine appropriate faculty development, reassignment, and/or sanction up to and including review for termination or dismissal, as outlined in Sections 2.6 and 2.8 of the University Faculty Handbook. The standard for sanction or dismissal remains that of just cause as outlined in Section 2.6 and is distinct from the post-tenure review. The fact of successive negative reviews does not diminish the obligation of the University to demonstrate just cause in a separate forum, following the procedures outlined in Section 2.8. Records from the post-tenure review may be relied upon and are admissible in proceedings pursuant to Section 2.8.

3.04. Emeritus Status

Fully retired faculty members with at least ten years of exceptional service may be recommended by the College for emeritus status.

A letter of nomination must be submitted by a member of the faculty or by the Department Chair to the Dean by January 15. It should document the faculty member’s exceptional contributions to Mercer. The Dean will then endorse or not endorse the nomination with supporting comments and forward the application to the Executive Vice President and Provost. In turn, the Executive Vice President and Provost will either endorse or not endorse the nomination with supporting comments and forward the application to the President, who will make a decision by April 1. If the President decides favorably on the nomination, the award of emeritus status will be submitted to the Board of Trustees for confirmation at its regular April meeting.

The benefits of emeritus status are as follows:

a. Lifetime issuance of an Emeritus Faculty Identification Card (BearCard).
b. Lifetime listings in the *University Catalog* and telephone directory as an emeritus faculty member.
c. Emeritus faculty may continue to maintain an e-mail account and Internet access through the University, subject to adequate University resources as determined by the appropriate School or College Dean.
d. Emeritus faculty will have access to the library and all recreational facilities and events at a standard faculty rate.

e. Emeritus faculty will receive a free parking permit upon annual request.
f. Emeritus faculty may request use of a departmental mailbox and University office space, contingent upon the availability of office space as determined and approved by the appropriate Department Chair.
g. Emeritus faculty may have access to reasonable usage of Department stationery and mailing privileges, contingent upon available resources as determined by the appropriate Department Chair.
h. Emeritus faculty may continue to be eligible to teach as needed.
i. Emeritus faculty may be eligible to serve on *ad hoc* School/College and University committees upon appointment by the respective School or College Dean, the University Faculty House of Delegates, or the Executive Vice President and Provost.
j. Emeritus faculty will have all other rights and privileges enjoyed by retired University faculty as stated in the appropriate University policies.

3.05. Lecturer and Senior Lecturer Appointment and Review

3.05.1. Lecturer and Senior Lecturer Appointment

Appointments of Lecturer and Senior Lecturer do not carry tenure, and time within these ranks may not count towards the probationary period for tenure. Such appointments are intended to meet the University's need to fill specific long-term instructional roles that differ from the traditional faculty role. Such appointments require an advanced degree (master's or doctoral degree or the equivalent) with a minimum of 18 graduate credit hours associated with the area of teaching responsibility.

All appointments and reappointments are contingent upon satisfactory performance, programmatic need, and budgetary approval.

Lecturer appointments are single academic-year, renewable appointments. Senior Lecturer appointments are single academic-year appointments with an expectation of renewal. Lecturer and Senior Lecturer are teaching appointments, although other responsibilities may be contractually assigned with a reduced teaching load. Faculty development beyond that supported by the College or department may not be required as a condition of reappointment.

Teaching assignments during the summer session and course overloads are possible on the same basis as for other faculty ranks.

3.05.2. Lecturer Review

Full-time and part-time Lecturers shall be reviewed annually as part of a decision on reappointment. The review is a substantive evaluation of the Lecturer's record in teaching, professional development, and service. A Lecturer with non-teaching responsibilities shall receive criteria for evaluation on these duties at the time of appointment. There is no limit on the number of annual reappointments a Lecturer may be granted as long as there is an excellent teaching record and continued programmatic need.

The purpose of the review is both formative and summative and provides assessment on how well departmental and collegiate expectations are being met. The review provides a basis for renewal of the contract and salary recommendations. The review may outline substantive suggestions and specific expectations. The Lecturer has the right to provide a response within the review process.

During the spring semester of the first year of appointment, the Chair will oversee a review of strengths and areas for improvement after the direct observation of teaching. The review shall provide the Lecturer with constructive feedback and identify aspects of teaching requiring attention. The Chair, in consultation with the Lecturer, may recommend a faculty development plan. The Chair will send a written summary of this discussion to the Lecturer and the Dean.

Beyond the first year of appointment, Lecturers shall annually submit a Teaching Profile (see 3.03.1.2) to their supervisory Chair or Program Director on or before November 1. The Teaching Profile shall address identified strengths and adaptations in teaching and demonstrate responsiveness to professional reflection, peer observation, and student perceptions. The profile may identify faculty development participation and service contributions as appropriate. Student perception summaries along with other relevant documentation shall be submitted with the Teaching Profile.

The supervisory Chair or Program Director shall oversee the review and provide a letter of summary and recommendations to the Dean and the Lecturer by December 1. The letter of summary shall provide evaluations and recommendations on three criteria: teaching, professional development, and service. The Chair's letter must also address the continuing programmatic needs associated with the Lecturer position. In relation to teaching, the letter of summary must address the candidate's performance and responsiveness related to:

- student perceptions,
- faculty observations, and
- review of syllabi.

Lecturers may provide to the Dean a written response to the Chair's letter by December 15. The Dean shall meet with the Lecturer and the Chair regarding reappointment by January 30.

3.05.3. Promotion to Senior Lecturer

While the President, upon recommendation of the Dean, may grant Senior Lecturer status at any time, it is usually conferred only after completion of a probationary period. Lecturers in or beyond their fifth year of service are eligible to apply for promotion to the rank of Senior Lecturer. At the time of initial appointment the letter of contract may provide for years of service credit, thus reducing the probationary period. Normally, years of service credit will not exceed two years.

Promotion to Senior Lecturer is a major means of recognizing professional growth and excellence in teaching. The title of Senior Lecturer is associated with a demonstrably higher level of responsibility and teaching excellence than that of a Lecturer, rather than with seniority or longevity. Senior Lecturers are eligible to serve on standing or special committees except where membership is restricted by rank or tenure.

3.05.3.1. Timeline and Process

a. The candidate notifies his or her Chair of the desire to be considered for promotion to Senior Lecturer no later than December 1 of the fifth year of appointment.

b. Candidates submit their Promotion to Senior Lecturer Profile to their departmental Chair or Program Director by January 15. The profile includes:

- a *curriculum vitae*
- a teaching profile (see 3.03.1.2)
- a statement regarding service to the department/program, College, and/or University

c. The supervisory Chair or Program Director shall provide a letter to the Dean specifying the recommendation of the tenured members of the department no later than February 28.

d. The Dean shall consult with the Chairs of the Advisory Committee on Faculty Rank and Tenure and the Advisory Committee on Promotions and Post-Tenure Review in making an endorsement for or against promotion to the Provost. In turn, the Provost will either endorse or not endorse the nomination to the President, who will make a decision regarding promotion.

e. If successful, the promotion takes effect in the following academic year.
Candidates who are denied promotion may be reappointed as a Lecturer. Except in unusual circumstances, candidates who are denied promotion must wait for two years before submitting another application for promotion.

3.05.4. Senior Lecturer Review

Senior Lecturers will undergo review in their sixth year of appointment and every six years afterwards. The Dean shall provide notification of the review in the spring semester proceeding the year in which the review is due. By September 15, the Senior Lecturer will submit a Teaching Profile (3.03.1.2) to the Chair. The Chair shall consult with contributing faculty of the department/program in evaluation of the Teaching Profile. The Chair shall provide a letter of summary and recommendation to the candidate and the Dean by November 1. The candidate may provide a response to the Dean by November 15. The Dean may consult with the Chairs of the Advisory Committee on Faculty Rank and Tenure and the Advisory Committee on Promotions and Post-Tenure Review as part of the review. The Dean will meet with the Chair and the candidate by January 30 regarding reappointment.

IV. LIBRARY AND INSTRUCTIONAL SUPPORT SERVICES

4.01. Library

The Jack Tarver Library of Mercer University is the central source for information resources in support of teaching and research for the Macon-based programs of the College of Liberal Arts and Sciences, School of Engineering, Stetson School of Business and Economics, and the Tift College of Education. Faculty members are welcome to use the facilities of the other Mercer libraries–Law and Medicine in Macon and Swilley in Atlanta–and generally may borrow materials as needed.

The Jack Tarver Library strives to integrate the best information resources, technology, and personal service in support of the information needs of faculty, staff, and students. The library home page is the gateway to the wealth of resources available to the Mercer community: http://tarver.mercer.edu.

- WebCat: The web based library catalog of books, periodicals, and other cataloged materials in the Tarver, Swilley, and Regional Academic Center libraries. Books from other Mercer libraries can be requested using the “Request Item” function on the library catalog display. For needed materials beyond Mercer’s collections, see Interlibrary Loan below.

- GALILEO: Mercer is a participant in this statewide library initiative providing over 150 databases, many of them full text/full image, covering most academic disciplines. Access to GALILEO from off-campus locations requires a password; contact the Reference Department (301-2055) for more information.

- Other resources: The Tarver Library provides other databases and resources through the home page. See these and other numerous “webliographies” maintained by library liaisons as keys to quality information sites for all disciplines.

The Tarver Library welcomes comments and ideas about improving library services and collections for faculty members and students. Contact the Dean of University Libraries or a member of the College of Liberal Arts and Sciences Library Committee with feedback and ideas.

4.01.1. Library Services

The University Library serves the academic programs and research agenda of Mercer University across all campuses and teaching locations: Jack Tarver Library, Macon campus; Swilley Library, Atlanta campus; and libraries at the Henry County and Douglas County Centers. This on site presence is complimented by a robust online offerings of web-based catalog, electronic resources, tutorials, and virtual research assistance. The gateway to all University Library services is the website: http://libraries.mercer.edu/.

Borrowing Policies: http://libraries.mercer.edu/your-library-account/circulation

- Books: 120 days, 2 renewals
- Reserves: varies; no renewal
- Media: 7 days, no renewal

Proxy representatives can utilize library services on your behalf of a faculty member. Contact the Circulation Desk for more information. Macon: (478) 301-2961

Faculty Services: http://libraries.mercer.edu/services-technology/services-for-faculty

Interlibrary Loan: http://libraries.mercer.edu/your-library-account/interlibrary-loan

Atlanta Regional Council For Higher Education (ARCHE): Mercer is a member of ARCHE, which allows faculty to borrow from collections of other ARCHE libraries to supplement the resources of the Mercer University Library. Faculty will have to obtain an ARCHE card from the Mercer Library. Contact the Circulation Desk for more information.

Reserves: http://libraries.mercer.edu/services-technology/reserves
Books, articles, videos, and more can be placed on reserve for students at the Circulation Desk. Please consider e-Resources in PDF as a preferred item. Our Circulation Managers can assist faculty with adding items to Reserves.

Library Instruction: http://libraries.mercer.edu/services-technology/instructional-services
The Research Services Department provides instruction sessions to help students with research projects and other information needs. Librarians offer course-specific instruction that can be tailored to meet students' research needs.

Printing & Scanning: Printing services are available at all library locations. Scanning is also available free of charge, with a USB drive.

Research Assistance: Students can schedule consultations with a research services librarian for one-on-one research assistance. http://libraries.mercer.edu/research-tools-help/ask-a-librarian

Library Resources and Research Tools: Visit this webpage with links to library resources and other tools for faculty and students: http://libraries.mercer.edu/research-tools-help. This includes access to over 200 databases hosting thousands of peer-reviewed journals, e-Books, and digital media from the library's website. Users accessing the library from a

Mercer IP address will pass right through to the licensed electronic content. Most e-Resources can be accessed from off campus using the Mercer username and password. For more information contact the Reference Desk [301-2055 at Tarver Library] or a Research Services librarian. library_reference@mercer.edu

To request books or other resources to be considered for the Library collection, please use the online "Request a Purchase Form." http://libraries.mercer.edu/your-library-account/request-a-purchase

Citation Management: Librarians offer training for citation management tools such as Zotero and EndNote Web. Contact Research Services for more information.

View Your Library Account Online: Currently checked out items, requested renewals, and the status of interlibrary loan requests can be reviewed online: http://libraries.mercer.edu/your-library-account

Research Carrels: The Tarver Library has a number of research carrels available to faculty members engaged in projects requiring close access to library materials. Carrels are assigned for an academic semester and can be renewed if there is not a waiting list. Carrel keys are held at the Circulation Desk and checked out for each carrel use. All library items held in carrels should be checked out.

Government Documents: The Tarver Library is a selective depository of federal government documents, receiving approximately 40% of the publications produced by various government agencies and offices each year. The collection contains print, microfilm, and non-print materials. Most items can be checked out, except for some key series or formats. A growing number of documents are available in full text through government websites or directly from the library catalog record via a web link.

Special Collections: The Tarver Library serves as the depository for Mercer University archives and actively collects a variety of Mercer materials including documents, records, photographs, and memorabilia. Special Collections is also the official depository for the Georgia Baptist Historical Commission and as such receives all important documents and materials relating to Georgia Baptist Life. It is also the official archives for the Cooperative Baptist Fellowship. Special Collection serves scholars from Mercer, Georgia, and around the world interested in the history of Baptists, Baptist higher education, and Georgia history.

Listening Center: This facility allows students and faculty members to listen to recorded materials as required for course work or for pleasure. The collections include music as well as spoken material. Music scores are also housed in the Listening Center to aid music listening and appreciation.

4.02. Instructional Support Services

4.02.1. The Media Center

The mission of the Media Center is to provide media and learning technology services, resources, programs, and facilities that address the pedagogical needs and enhance the academic programs of the undergraduate colleges and schools on Mercer's Macon Campus.

The Media Center provides media technologies in support of excellence in teaching and learning at Mercer. It works collaboratively with individual faculty members, staff members, and students; with administrative and academic departments and academic support units; and with organizations and institutions outside Mercer to initiate and sustain projects related to this mission. The Media Center functions as the learning technology arm of the Provost's Office on Mercer's Macon campus.

The Media Center provides the following services:

> Acquiring, maintaining, and distributing **Media and Learning Resources** for student and faculty use. Faculty members can access the online catalog of approximately 3000 media and non-print items from the Media Center's website at: http://www.mercer.edu/mumc/.
>
> Managing **Classroom Learning Technologies and Environments** (media equipment services, campus-wide distribution systems, learning environments, campus planning for mediated spaces, Teaching with Technology Classroom, Multimedia Classroom, Media Viewing Room). Scheduling and reservations for Media Center equipment and facilities can be arranged by calling the Coordinator of Media Services and Resources at 301-2439.
>
> Producing and developing **New Media Content** (design and production of media and learning materials, Media and Learning Technologies Studio [MaLT]). New media production, including digital audio and video production, can be arranged by calling 301-2222.
>
> Planning and implementing programs for **Instructional, Faculty, and Student Development** (workshops, instruction, and consulting services that help campus community members solve specific instructional problems and improve general teaching and learning skills). Contact the Media Center Director at 301-2000.
>
> Media Center staff offer individual and group instruction in the use of new media in the classroom and consult with faculty members and students on individual media projects.

Individual and group sessions may be arranged by calling 301-2985. Schedules of regularly offered workshops may be found at the Media Center website: http://www.mercer.edu/mumc/.

The Media Center's Media and Learning Technologies Studio (MaLT) has professional digital video cameras, high-end iMac G5s for graphics work and digital editing, and facilities for DVD authoring and Internet uploading. The Teaching with Technology Classroom (TwTc) offers classroom space with 21 iMac G4 workstations for either regular or one-time meetings of classes needing the latest in software and hardware for content creation. The Multimedia Classroom (Stetson 251) accommodates 85 persons in tiered, lecture-style seating and is equipped with a smart podium. The Media Viewing Room (Stetson 158) provides space for 50 persons to view film, video, DVD, or laserdisc materials in comfortable seating.

The Media Center is located just inside the back entrance of Stetson Hall (Room 137). The center is open during the evening and on weekends—hours are posted each semester online at http://www.mercer.edu/mumc.

4.02.2. The Instructional Technology Center

The Instructional Technology Center (ITC) is strategic to the academic use of technology both in the classroom and online environments. ITC supports development and delivery of technology-rich course content and maintains and administers Mercer's online course management system, WebCT. ITC provides ongoing technology learning events for faculty, staff and students. The Center's offices are in Stetson Hall (Rooms 239, 240, 259, 260). The ITC telephone number is 301-2419.

ITC provides open access computer labs equipped with the Microsoft Office Suite, Internet and e-mail access, and some departmental software as requested. ITC offers workshops and classes for students as requested by faculty members. Open-access computer labs for student use are located in Stetson Hall (Room 238) and Tarver Library. There are student computer labs operated by other departments in the Academic Resource Center, the Media Center, the Computer Science Building, the Engineering Building, Langdale Hall, Wiggs Halls, and Willet Science Center. Several departments also house technology classrooms for instruction.

Several of Mercer's public access computer labs and libraries utilize a pay-for-print system that allows patrons to generate a print job request, confirm the print job, swipe their BearCard to pay for the print job, and pick up the print job at an adjacent printer. The cost is $.05 per printed page. BearCards are available through Auxiliary Services Department adjacent to the Human Resources building. The BearCard Office can be reached at 301-2929.

More information on Mercer University instructional technology resources is found at the ITC website: http://it.mercer.edu

4.02.3. The Academic Resource Center

The Academic Resource Center (ARC) offers drop-in tutoring for a wide variety of courses and provides Supplemental Instruction (peer-assisted study sessions) for high-risk courses—currently chemistry, math, and physics. The ARC also offers a well-equipped computer lab, college-study skills courses (LSK 185/186), on-request study skills workshops, and CHAMPS, a support program for athletes. These services are **free and available to all Mercer students.**

Class tours of the ARC can be scheduled by calling 301-2678, and faculty members are encouraged to bring their students early in the semester for the greatest benefit. The ARC is located in the breezeway of Connell Student Center.

For more information, please visit the ARC website at http://www.mercer.edu/arc.

V. STUDENT SUPPORT SERVICES

5.01. Advising Responsibilities of the Faculty

Academic advising is an important part of faculty members' responsibilities. Faculty members are an important information source for students on degree requirements, majors, and other curricular questions. Advisors are expected to be familiar with academic programs, policies, and procedures outlined in the *Catalog* as well as supplementary policies and procedures.

The Office of Academic and Advising Services (301-2078) coordinates the advising of all students. College faculty members are enlisted by AAS to work with groups of incoming first-year students in sections of University 101, a course that is taken by all first year students on a Satisfactory/Unsatisfactory basis in Fall Semester. College faculty members are also enlisted to work with transfer students. When a student declares a major, the Department Chair or some designated faculty member assumes the advisor's role. Advisors are expected to keep timely records on each advisee and to forward those records to a new advisor upon request.

In addition to academic matters, advisors serve as sounding boards for many student problems. Advisors should be familiar with resources across the campus and provide referrals as needed.

Advisors are also encouraged to talk seriously with students who ask their permission to withdraw from a course. This action may be an indicator that students are having problems and may decide to leave the College. Advice from a knowledgeable and concerned adult may avoid more serious problems.

5.02. Schedule for Registration

Registration periods are announced each year in the printed schedule of classes. Following mid-term, a one- to two-week period of academic advising occurs for currently enrolled students. There are three registration periods each semester. Priority registration times, or earliest registration times, are assigned on the basis of total hours earned at the end of the preceding semester. Following priority registration, open registration begins during which readmitted and new students are allowed to register along with continuing students who missed priority registration. Late registration and drop/add continues during the first week of each semester.

Students who fail to register and who have not advised the Registrar in writing of their intention not to return forfeit their continuing registration deposit and housing deposit. Official enrollment is required for admission to any class.

5.03. Counseling and Psychological Services

Counseling and Psychological Services (CAPS) provides individual and couples counseling, 24-hour emergency on-call services and outreach programs to all currently enrolled Mercer undergraduate, graduate and professional students. CAPS currently has 3 licensed mental health professionals and 1 to 2 master's-level trainees providing counseling. CAPS clinicians are available for consultation to administration, faculty, staff, students, and parents as well as provide mental-health related presentations in the classroom. CAPS is located behind the MEP residence hall. Office hours are Monday-Friday, 8:30am to 5:00pm. Students are encouraged to call to schedule an appointment. CAPS can be reached at 301-2862. In case of an after-hours emergency, please contact Mercer Police at 301-4357. Additional information is available on the website: http://author.mercer.edu/studentaffairs/counseling/index.cfm.

5.04. The Center for Career and Professional Development

The Center for Career and Professional Development (CCPD) provides assistance to students and faculty members who desire current information about opportunities related to part-time and full-time employment, internships, as well as the graduate school search and the application process. Career guidance is available for exploring choice of a major and potential career paths for each major. Staff members are available to address classes and student organizations regarding internships and other valuable experiential education opportunities related to specific majors. Various assessment tools are used to assist students in identifying their strengths and interests and how they relate to potential academic and vocational goals. CCPD is located on the top floor of the Connell Student Center (301-2863). Additional information is available at: http://www.mercer.edu/career/.

5.05. Services for Students with Disabilities

Mercer University is committed to making programs, services, and activities fully accessible to students with disabilities. The Office of ACCESS and Accommodations (301-2778) provides the educational and physical accessibility support necessary for students to achieve their academic goals, and to promote as much independence as possible on the part of students with disabilities.

All Mercer University faculty members are required to include an appropriate documented disability statement in all course syllabi, as described in the College of Liberal Arts and Sciences Syllabus Policy (section 2.03.2.). Students with documented disabilities consult with Student Support Services about appropriate accommodations, and then they bring the completed Services for Students with Disabilities Faculty Accommodation Form to their instructors. This form indicates the recommended accommodation, and students with documented disabilities are required to obtain the signatures of their instructors as verification that these faculty members are aware of the necessary accommodations.

For more information, go to http://studentaffairs.mercer.edu/disabilityservices/.

VI. CENTRAL SERVICES

6.01. Copy Center

Printing and copy services are available through Mercer's Copy Center. Printing requests can be sent via e-mail attachments as well as by hard copies. Pickup and delivery is also available. For additional information, telephone the Copy Center at 301-5323 or check the Copy Center website at: http://www.mercer.edu/copycenter/.

6.02. Mail Services

Mail delivery is provided once daily to individual departments. The courier collects both campus and out-going mail. Postage is applied to out-going departmental mail prior to pickup by the U.S. Post Office.

The delivery of mail, parcels, and packages between the Macon Campus and the Cecil B. Day Campus in Atlanta is handled by courier service. Materials should be delivered to the sending mail facilities by 3:00 p.m. for delivery on the morning of the following business day.

Bulk mailing information is available through the Mail Services Department at 301-2496.

6.03. Bear Card

Bear Cards can be obtained in the Auxiliary Services Office. The Bear Card serves as a faculty/staff identification card as well as providing access to many services on campus, including access to the University Center and for borrowing from the libraries. The Bear Card can be used as a debit card to make purchases at the bookstore, campus food services, campus vending machines, campus copy machines, and at certain Macon businesses. Deposits to a Bear Card account can be made online, over the telephone, by mail, or in person and deposit instructions are found at the Auxiliary Services website: http://auxiliary.mercer.edu. The Bear Card can also be linked to a personal account with Wachovia Bank, and special banking rates are offered to Mercer University employees. Additional information is available from the Auxiliary Services Office at 301-2741.

6.04. Scheduling of University Facilities

Instructional scheduling is arranged through the Registrar's Office (301-5477). All other requests to use Mercer University facilities are made through the Campus Reservations web site: http://reservations.mercer.edu. Campus Reservations, an office in University Advancement, can be contacted by telephone at 301-4200.

The W. G. Lee Alumni House and the Tift House are available for housing overnight guests of the University. A nightly charge is assessed for the use of these facilities. The Lee Alumni House can also be reserved for luncheons, dinners, wedding receptions, and other social occasions. The Woodruff House, adjacent to the Walter F. George School of Law, is not used for overnight guests, but it can be used for luncheons, dinners, and other occasions.

Request for space does not automatically ensure the use of the facility. Rooms and facilities must be reserved at least two weeks prior to the planned use, and organizations, groups, and individuals must abide by the general policies and regulations of Mercer University. Facilities must be returned to their condition before use; any excessive cleanup that is required will be billed to the user. Failure to use facilities properly will result in possible suspension of the privilege.

6.05. Telecommunications

The Dean, Department Chair, or Program Director governs the telecommunications services and features used by departments and programs. Information about telephone features and other matters related to telecommunications can be obtained by calling the Help Desk at 301- 2922.

6.06. Bookstore

The Mercer University Bookstore, operated by Barnes and Noble, offers a complete line of current textbooks, a collection of paperback books, and a selection of school and personal supplies. Normally, merchandise is offered at a discount to faculty members. Barnes and Noble will secure copies of books for the personal use of faculty members. The Bookstore sends book order forms for up-coming semesters to departments well in advance with suggested deadlines which should be met if books are expected to arrive in time for the start of classes.

6.07. Materials, Supplies, and Equipment

It is the policy of the University that the procurement of supplies, equipment, and services necessary for the operation of the University is the responsibility of the Purchasing Office. The procedure is as follows:

A purchase requisition form is used which must have the approval of the Department Chair, Program Director, Dean of the College, or the appropriate budget officer. Once the purchase order is issued, a copy as notification is sent. The order is delivered by the vendor to Central Receiving for inspection, and then delivered to the individual or department that placed the order.

Office equipment repair services may be procured through the Purchasing Department. Other repair services are available through the Physical Plant Office.

Purchases of small dollar amounts (to be defined by the Department Chair or Program Director, but not to exceed $3,000) may be made with a Purchasing Card. Cards are issued by the Purchasing Office with approval of the Department Chair, Program Director, or Dean of the College.

6.08. Check-Cashing Service

Personal checks not exceeding $75.00 will be cashed by the University Cashier, located on the first floor of Ryals Hall (Room 102). This service is available during the normal University working hours.

6.09. Mercer Police

The Police Department, located on Winship Street, maintains 24-hour service and can be reached by telephone at 301-HELP (301-4357). Police officers patrol the campus, parking lots, and buildings. It is their responsibility to open buildings at night when they are so authorized and to conduct patients to the Student Health Service when medical attention is needed during the night.

The University switchboard is housed in the Mercer Police Department. All emergency maintenance calls made after 5:00 p.m. on weekdays or made on weekends should be placed to the Mercer Police Department at 301-4357.

6.10. University Parking Policy

It is the policy of the University that all motor vehicles operated by students, faculty members, and staff members on University property must be registered during the first week of the semester. A current parking decal is required for all faculty, staff, and students who park on campus, including Mercer University sites away from the main campus, i.e., Law School, Poplar Street, and the downtown medical facilities. The parking decal (sticker) is issued for each vehicle free of charge. It should be picked up within one week of arriving to live or work on campus. To obtain the decal the operator must sign an agreement to abide by all traffic rules and regulations on the campus. Parking decals are available in the Mercer Police Office on Winship Street. Mercer Police is open 24 hours a day, 7 days a week.

Parking Violations – Parking regulations will be strictly enforced. Tickets will be written for various offenses, including but not limited to parking on a yellow or red curb, parking without a Mercer University decal, or parking in restricted areas.

Tickets and towing of vehicles will occur when a vehicle is parked in front of a dumpster or in a Tow-Away Zone. Vehicles parked in Tow-Away Zones or in front of dumpsters will be towed at the owner's expense. Once a wrecker has been called, it is the owner's responsibility to compensate the towing service. Fines for each of the above mentioned infractions will be on a graduated scale, beginning at $25 each.

State of Georgia tickets will be issued to any unauthorized person parking in a Handicap Parking Space or a Handicap Access area. State tickets will go on an individual's driving record and must be handled in court. These tickets may be as much as $250. Frequent violators on campus will be issued State of Georgia tickets instead of Mercer parking tickets.

Ticket Appeals – If Mercer Police issues a citation, it may be appealed within five calendar days of its issuance. Parking ticket appeal forms may be picked up and submitted at the Mercer Police station on Winship Street. The Ticket Appeals Board will then review your ticket. This Board consists of staff members and students. If you submit an appeal, you MUST be present at the ticket appeals meeting in order for your appeal to be considered. Faculty members and staff members who fail to pay parking fines within 60 days may have the amount deducted from their next payroll check. (Students who fail to pay parking fines may have holds placed on their accounts.)

For more information regarding the university parking policy or any other campus security issues, please contact Mercer Police at 301-HELP (301-4357) or http://police.mercer.edu.

6.11. Physical Plant Service

The Physical Plant Department provides routine and preventive maintenance to support University facilities. The maintenance staff is available from 8:00 a.m. until 5:00 p.m. on weekdays, and maintenance work order requests are placed through the Physical Plant Office at 301-4002. After-hours emergency maintenance calls should be placed to Mercer Police at 301-4357. Special events and moving requests should be directed to 301-2508. Custodial services requests should be made directly to National Management at 301-2781. Special project requests, such as rewiring, painting, HVAC, carpet, etc., should be directed to 301-2485. The Physical Plant Department welcomes all calls with questions or suggestions about Physical Plant services at 301-2900 or at http://physical-plant.mercer.edu/

The Physical Plant in-house staff is equipped to provide repair and small renovation services. The staff works with outside contractors on all major repairs, renovations, and new construction to insure compliance with all regulatory codes and standards. Written project proposals are required for all renovations and new construction. Physical plant provides assistance in the preparation of proposals, coordinates all renovation and construction projects, and provides project oversight through completion. The Physical Plant goal is to provide quality workmanship and thereby insure a safe, comfortable environment for students, faculty members, and employees.

6.12. Dining Services

Mercer Dining Services is operated by ARAMARK. The Fresh Food Company is a multi-station cafeteria located in the Connell Student Center and service includes home-style, grill, international, deli, and salad bar. The Food Court in the University Center offers a choice of Chick-fil-A, Panda Express, and Izzi's Southwest, as well as a selection of beverages, salads, and desserts. The Fresh Market in the University Center serves beverages, sandwiches, and desserts. Catering may be arranged through Mercer Dining Services for luncheons, dinners, coffees, or receptions for campus-related groups by calling 301-2927. Please refer to the Mercer Dining Services website for hours of operation for all campus food services, catering service details, and other information: http://mercer.campusdish.com.

6.13. University-Assisted Personal Purchases

There are two situations in which the Purchasing Office will assist employees in making personal purchases. In the first, an employee might be required to make a personal purchase as a condition of his or her employment with the University. In the second, certain vendors offer educational discounts on their products to the University and extend these discounts to employees of the University on the condition that such purchases are processed through the University. One example of a discounted purchase made through the University is the purchase of computer equipment for personal use with an educational discount offered by the vendor. In all situations of personal purchases made through the University, payment for the purchase must be made in full to the University at the time the order is placed. Further, sales tax on the purchase is required by state law to be paid by the purchaser. Permission to use the University-assisted purchase procedure will be at the sole discretion of the Purchasing Office, 301-2950.

6.14. Health Services

The Mercer Health Systems offers comprehensive care to prevent and treat illness and maintain health. These services cover all ages and conditions and include family medicine, pediatric medicine, psychiatric medicine, internal medicine, clinical psychology, psychological testing, marriage and family therapy, genetic counseling, laboratory, X-ray, and patient education. The Mercer Health Systems is located at the south end of the Medical School. For an appointment or more information call 301-4111.

6.15. Fitness Center

The Fitness Center is located in the University Center. Membership forms can be downloaded from the University Center website: http://uc.mercer.edu. The Fitness Center includes aerobics, an elevated running track, basketball courts, weight room, and exercise machines. Fitness courses are offered by the Recreational Sports and Wellness Department, 301-2224.