

College of Liberal Arts

Faculty Handbook

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Revised July 2005/Reviewed July 2009

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THE COLLEGE OF LIBERAL ARTS

INTRODUCTION

Purpose

The purpose of the College of Liberal Arts is to provide a liberal arts education within the broad outlook of the Judaeo-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 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 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 Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Music Education degree. 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. In 2005, the College also began to offer master's degrees in church music and in performance with an emphasis on church music.

The College anticipates that all faculty members 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.

The College reaches into the community in several ways. First Year Seminar, the Program in Leadership and Service, and the Mercer Center for Service-Learning and Community Development provide means for academic service-learning and student volunteerism.

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. It adds to a strong commitment to freedom of inquiry and teaching grounded in its principles as a Baptist institution, a concern to maintain high academic standards, rigor, and a regard for the development of the character of the students. The term “paideia” (παιδεία) captures this regard for the education of individuals for responsible citizenship and virtuous lives. The Honors Program of the College embraces these principles.

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. Among these efforts are First Year Seminar and Scientific Inquiry, required of all freshmen, and Senior Capstone, required for graduation. The Great Books Program is a unique alternative general education track. Women’s and Gender Studies, African-American Studies, Environmental Science, and widespread opportunities to create individual majors and pursue undergraduate research collaboratively with faculty members also distinguish the College as a special learning place.

Finally, we add to a sound general education program grounded in the liberal arts, and to our distinctive interdisciplinary offerings, strong disciplinary majors and varied possibilities for campus and international study. These 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

Article I - Name

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

Article II - Membership

(1)The voting membership of the faculty of the College of Liberal Arts (hereafter referred to as the "faculty") shall consist of the President; the Dean of the College; all teaching faculty holding regular, full-time appointments in the College in the ranks of professor, associate professor, assistant professor, and instructor. 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 and professors *emeriti* are non-voting members of the faculty.

(2)The President, the Dean of the College of Liberal Arts, 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 (hereafter referred to as the "Dean") shall be the presiding officer of the faculty. In the absence of the Dean, the vice chair of the Executive Committee shall preside.

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

(3)The Secretary of the faculty shall be elected annually. That person shall be a full voting member of the faculty. The Secretary 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)The faculty shall have jurisdiction over all matters concerning curriculum, admission requirements, and graduation requirements of the College of Liberal Arts. The Dean will implement the decisions of the faculty in these matters.

(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, 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, at its March meeting, elect the requisite number of delegates to the University Faculty House of Delegates for two-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 written ballot a number equivalent to twice the quota of vacancies. Those receiving the highest number of ballots cast shall be declared nominated. At the March meeting the faculty will elect its delegates from among the nominees by written ballot and 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)Written 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. Prayer.
2. Reading 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 in writing 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)A majority of the voting faculty, exclusive of those on leave, shall constitute a quorum.

(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.

(8)When a member is unable to attend a meeting of which notice has been received, the Dean shall be notified in writing.

Article VI - Committees of the Faculty

Please note that a listing of current CLA Standing Committee Assignments is available <http://www2.mercer.edu/NewCLA/Faculty+Resources.htm>

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.

(2) Nominations and Elections. At the February meeting the Dean shall supply the faculty with a list of those eligible for election. The faculty shall then nominate by written ballot a number

equivalent to twice the quota of vacancies. Those receiving the highest number of ballots cast shall be declared nominated. The faculty shall at its March meeting elect the requisite number of members to the Executive Committee. 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 first April Executive Committee meeting, 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 hold monthly meetings on the Tuesday preceding the regular faculty meetings. However, in order to avoid scheduling conflicts or for other reasons considered sufficient by the committee membership, the actual day of meeting may be changed. Special 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. Minutes shall be kept of the meetings of the committee.

(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. A report of the Committee meeting shall be made by the Dean at the next regularly scheduled faculty meeting following the meeting of the Committee.
- e. The Committee shall serve as a Board of Appeals for the waiver of academic regulations of the College.
- f. The Committee shall advise the Dean on questions of academic policy.
- g. 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.
- h. The Committee shall regularly examine the Faculty Bylaws and Faculty Handbook.

B. Other Standing Committees

The following shall be the standing committees 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.

Two student members for each of the hereinafter duly designated committees are to be chosen from the College of Liberal Arts. Except as otherwise indicated, such members will have the vote. Student members are to be elected by the faculty from a slate of nominees submitted by the Executive Committee of the faculty, after consultation with the Student Government Association. The slate of nominees shall include for each committee a number of names equal to twice the number of posts to be filled on the specific committee.

1. The Committee on Curriculum, to include student members, non-voting. The University Registrar and the Dean of the Libraries serve as ex officio members.
2. The Committee on Admissions, Readmissions, Advanced Standing, Scholarships and Fellowships to include student members and the Vice President for University Admissions.
3. The Teacher Education Council to include student members and representatives of the Tift College of Education.
4. The Committee on Faculty Welfare.
5. The Advisory Committee on Faculty Promotions, 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. (*Adopted March 9, 1999*)
6. The Liaison Committee on the Honor System, to include two faculty advisors of the Honor Council and three additional faculty members.
7. The Committee on Faculty Development, to include student members.
8. The Advisory Committee on Faculty Tenure, to include seven tenured members of the faculty.
9. The Library Committee to include the Dean of the University Libraries as ex officio member and Secretary, and also to include two student members.

10. The Peer Review Committee, to include at least three tenured faculty members. (*Adopted March 14, 2000*)

11. The Committee on General Education.

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 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 in writing 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

(These interpretations are those developed by the Executive Committee of the faculty during the academic year 1979-80 with revisions in 1984, 2003, and 2004.)

1. The Committee on Curriculum

a. The function of the Curriculum Committee is to deal with any matters which pertain to the course offerings of the Liberal Arts College and in particular with:

1. the requirements for graduation (lower division and upper division, including General Education Requirements and major requirements);

2. the requirements for academic honors;

3. the addition and deletion of courses;

4. the addition and deletion of majors and minors or fields of concentration;

5. any changes in departmental requirements for majors within any department or for inter-departmental concentrations;

6. any deletion or addition of academic programs offered within the College, and any substantive changes within such programs;

7. institutional testing programs insofar as they have significance for evaluation and/or improvement of the educational plans, programs, and instruction; and other such matters.

b. The Committee may deal with any of the aforesaid matters presented to it by the President of the University, the Dean of the Liberal Arts 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.

2. The Committee on Admissions, Readmissions, Advanced Standing, Scholarships and Fellowships

a. The Committee on Admissions, Readmissions, Advanced Standing, Scholarships and Fellowships shall have the primary responsibility for shaping the admissions policy of all academic programs of the College.

b. In order to carry out its primary function effectively, the Committee shall on a continuing basis make rigorous studies of

1. demographic, economic and other factors likely to affect the recruiting efforts of the College;
2. a statistical profile of each entering class and the correlations of the measures used in that profile to success in the College; and
3. factors affecting the retention of students.

c. The Committee shall, at the request of the Vice President for University Admissions, offer advice and counsel on the admission of applicants.

d. The Committee may receive or initiate any proposal concerning the awarding of scholarships to students or prospective students of the College.

e. The Committee shall be responsible for nominating candidates for competitive graduate and undergraduate scholarships and fellowships.

f. The Committee shall be responsible for arranging appropriate recognition for academic excellence. (*Adopted by the faculty April 14, 2003*)

3. The Teacher Education Council (TEC)

a. The Teacher Education Council (TEC) serves as counsel for the Teacher Education Program at Mercer University in matters related to programs, policies, and procedures. This Council, chaired by the Dean of the Tift College of Education, has representation from the various stakeholders in teacher education preparation at Mercer University, public school personnel, and teacher education candidates. The respective Executive Committees will approve faculty members from the College of Liberal Arts and the

School of Education through the usual procedures for these units. Appointments are made on the basis of a cross-section of the College and departments involved in teacher preparation. The Teacher Education faculty will select public school personnel and students.

b. Membership of the TEC will be as follows:

The Provost, Associate Deans of the Tift College of Education, the Dean of the College of Liberal Arts, and the Director of Field Placement and Certification for Teacher Education will act as ex officio members. The College will nominate and elect:

- One faculty representative from the Sciences
- One faculty representative from English
- One faculty representative from Mathematics
- One faculty representative from History/Social Sciences
- One faculty representative from the P-12 Program (Art, Music, Foreign Languages)

Total membership will be approximately fifteen to twenty.

c. The duties of the Teacher Education Council are:

- (1) To track all teacher education programs and suggest curricula changes and enhancements to the Teacher Education Committee of the Tift College of Education.
- (2) To provide advice regarding policies that govern the admission of students to, the retention of students within, and the graduation of teachers from the Teacher Education Program, and make the necessary recommendations to the Teacher Education Committee.
- (3) To provide assistance in the development of recruitment, admission, registration, and enrollment processes that facilitate the identification of students preparing to teach.
- (4) To make recommendations regarding policies and standards necessary for the satisfactory completion of all teacher education programs.

d. The Teacher Education Council(TEC) will meet at least four times each year to discuss issues relating to the Teacher Education Program.

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

a. The Advisory Committee on Faculty Promotions shall advise the Dean of the College, the Provost, and the President of the University regarding promotion in rank of individual faculty members.

b. The Committee, in determining its recommendations regarding promotion, shall follow the guidelines approved by the faculty as recorded in section 3.03.2.

6. The Faculty Liaison Committee on the Honor System

The Faculty Liaison Committee on the Honor System shall:

- a. inform the faculty about the Honor System (orientation for new faculty members, periodic reports to the faculty, etc.)
- b. aid the Student Government Association in informing the students concerning the System including orientation for freshmen and transfers and rewriting the Honor Code sections in the *Bulletin* and *The Lair*.
- c. serve the Honor Council in an advisory role
- d. provide office facilities for the Council's clerical tasks
- e. serve annually, along with student representatives, as the committee to select new justices of the Honor Council.

7. The Committee on Faculty Development

a. The Faculty Development Committee 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 propose programs or policies which facilitate the pursuit of scholarly, pedagogical and artistic endeavors by individual faculty members.
- d. 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.
- e. The Committee shall concern itself with methods of faculty performance evaluation.

8. The Advisory Committee on Faculty Tenure

- a. The Advisory Committee on Faculty Tenure shall advise the Dean of the College, the Provost, and the President of the University regarding the awarding of tenure to individual faculty members.
- b. The Committee shall be responsible for ensuring that the provisions of the Tenure Policy of the College are carried out.

9. The Library Committee

- a. The Library Committee shall serve as a liaison between the faculty and the library administration staff.
- b. The Committee shall advise the Dean of University Libraries in matters related to the administration of the library and library rules and policies.
- c. The Committee, along with the Dean of University of Libraries, shall represent the interests of the library to the Dean of the College, the Provost, the Executive Vice President, and the President of the University.

10. The Peer Review Committee

- a. The Committee shall advise the Dean on the awarding of the College's funds for professional research and development and for the improvement of teaching.
- b. The Committee will establish and publicize the guidelines it employs in reviewing such proposals.
- c. The Committee will review all faculty proposals for grants for research and development and the improvement of teaching.

d. Each member of the Committee is charged with providing a review of each proposal submitted, a copy of which will be distributed to the author of the proposal upon the completion of the review process.

e. Upon completing its review, it will rank the proposals and meet with the Dean to discuss its recommendations. The Committee is charged with providing the Dean with a rating, ranking, or other derived number to designate a funding priority for each proposal, which number will also be distributed to the author of the proposal. (This reflects faculty action of March 14, 2000)

Forms for applying for these grants are available at <http://www.mercer.edu/cla/docs/>

11. The General Education Committee

a. The General Education Committee shall study the General Education Program of the College, in particular:

- the rationale for the General Education Program;
- the structure of the General Education Program, both the Common Core and the Two Tracks;
- 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:

- consultations with College departments and programs on all actions and proposals involving courses that are part of the General Education Program;
- initiation of proposals to the Curriculum Committee related to the General Education Program.

c. The Committee shall regularly review the schedule of classes to verify appropriate course offerings in the General Education Program.

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 or school.
6. To develop recommendations to the Provost and the President regarding the operating budget for the college or school.
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(s) administer all areas of academic policy as applied to students, review and recommend changes in academic and attendance policies, and coordinate the preparation of the yearly class schedule. In addition, an Associate Dean edits the College's portion of the University Bulletin, coordinates the appointment of part-time faculty for the College, and organizes and coordinates the College's participation in the annual Honors Convocation. Other responsibilities of the Associate Dean(s) include assisting the Dean in preparing and administering the College's budget, managing contracts for adjunct faculty members, coordinating the College's program of undergraduate research, and supporting needs

for institutional research.

As needed, an Associate Dean represents the Dean on faculty committees.

When the Dean is absent from campus, an Associate Dean acts with the full authority of the Dean's Office.

1.03 Department Chairs and Program Directors

(The following description of the role of department Chairs was formulated by the Executive Committee in the spring of 1984.):

The Chair of each department or programs reports to the Dean. The term of appointment for a Chair is three years, which may be renewed at the end of the term or may rotate to another faculty member (*approved by faculty in 1978*). The review each three years is to be initiated by the Dean. Appointment of the Chair is made by the President upon recommendation by the Dean after consultation with the department.

The Chair:

I. Oversees academic work of the department

- A. Guides in developing long-range goals and plans for the department
- B. Maintains contact with the faculty in the discipline
- C. Provides leadership in curricular issues and problems
- D. Coordinates advising majors in the program department
- E. Certifies that majors have completed all graduation requirements
- F. Ensures that the department 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. Evaluates faculty performance to determine recommendation for tenure/promotion
- 4. Recommends to the Dean on faculty salary schedules
- 5. Projects and justifies faculty and course needs
- 6. Plays a significant role in faculty recruitment

B. Non-academic personnel

- 1. Selects all non-academic personnel
- 2. Supervises 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. Informs maintenance or other appropriate agency of facility problems

IV. Oversees regular office activities

- A. Prepares reports for college and other agencies
- B. Supervises preparation of material for the Bulletin and other brochures
- C. Conducts department meetings
- D. Keeps current student and department or program records
- E. Answers all correspondence
- F. Keeps regular 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

Amended November 1997

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 *Bulletin*.

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 and University Worship

The period from 10:00 a.m. until 10:50 a.m., Mondays and Fridays, is reserved for non-credit and extra-curricular activities and choir and band rehearsals. The period from 10:00 a.m. until 10:50 a.m. on Wednesday is reserved strictly for University Worship and is not to be used for additional class meetings, review sessions, or extension of the preceding period.

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:

--Educational

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, 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 Syllabus Policy

1. Faculty members within the College of Liberal Arts 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 late admittants when they enroll.
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.).

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: percentage that comes from:

Tests _____ homework (type) _____ projects _____ lab reports _____ Other (identify) _____.

i. Attendance policy.

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

k. Statement that the College’s academic misconduct policy (Honor Code) will be followed.

l. Notice that any student who receives failing grades during the course is urged to arrange to meet with the instructor and discuss such work.

m. Notice that all requests for reasonable accommodation from students with disabilities will be welcomed. The following paragraph should be included:

Students with a documented disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Services, the instructor will refer you to the Student Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under ADA/504. In order to receive accommodations, eligible students must provide the instructor with a Faculty Accommodation Form from Disability Services. Students must return the completed and signed form to the Disability Services office on the 3rd floor of the Connell Student Center. Students with a documented disability who do not wish to use accommodation are still strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For further information, please contact Disability Services at 301-2778 or visit the website at http://www.mercer.edu/stu_support/swd.htm.

n. As necessary for the goals of the course, you should also include one or both of the

following statements:

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.*

o. As necessary, you should include the following statement:

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.*

p. **Electronic Submission of Assignments:** If you require, encourage or permit students to submit their assignments electronically, you should include the following statement in your syllabus. This statement has been endorsed by the University's Academic Council:

Students bear sole responsibility for ensuring that papers or assignments submitted electronically to a professor are received in a timely manner and in the electronic format(s) specified by the professor. Students are therefore obliged to have their e-mail client issue a receipt verifying that the document has been received. Students are also strongly advised to retain a copy of the dated submission on a separate disk. Faculty members are encouraged, but not required, to acknowledge receipt of the assignment.

q. Statement on Cell Phone and Pager Usage: The following statement has been endorsed by the University Council and should be included in ALL syllabi. Please note that this policy applies to both students and professors:

Out of courtesy for all those participating in the learning experience, all cell phones and pagers must be turned off before entering any classroom, lab, or formal academic or performance event.

r. 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 rosters:

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-serve basis. Students who lay claim to these seats through SIS will always have first priority. Instructors are strongly encouraged to fill class vacancies during the DROP/ADD period by enrolling students via SIS. Instructors who merely sign a DROP/ADD form without consulting SIS for seat availability and ensuring the student's enrollment electronically may run the risk of exceeding the enrollment cap placed on the course."

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. 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. 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.

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 *Bulletin*; 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
S Satisfactory	*	
U Unsatisfactory	*	
ABX Absent from final examination (excused)		*
IC Incomplete in some requirement other than the final examination (excused)		*
W Withdrawal before deadline or assigned by the Associate Dean 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, minor, or concentration (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, minor or concentration can be taken on a S/U basis.

ABX 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.

IC (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. 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

Course changes may be made during the schedule change period as published in the schedule of classes. Students wishing to change courses must consult their advisor regarding the contemplated change. The written permission of both professors involved, the faculty advisor, and of the Registrar may be required.

2.05.2. Course and Term Withdrawals

A student may withdraw from a course up to the end of the ninth 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). 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).

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 advise the Associate Dean of students who are not performing satisfactorily in their classes, particularly those at the junior and senior level who may not be closely monitored by the First Year Experience and Advising Center. The Center 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

Lists of students who are excused because of involvement in University or College groups are furnished by the Associate Dean. Faculty members are informed of all other legitimate absences by memoranda from the Associate Dean. No medical excuses will be issued without express written documentation from a physician. Statements issued by the Student Health Center which merely indicate the time at which a student visited that facility should not be considered as medical excuses.

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 after submitting to the Associate Dean 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, 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 Education 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 of 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 record/s 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 System before the students at the beginning of each course; to give clear instructions in relating the 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 *Bulletin* and *The Lair* (Student Handbook) contain detailed information on the Honor System and the Honor Code. Information may also be found at <http://www.mercer.edu/cla/docs/>

A student who is found guilty of violating the Honor Code may appeal the guilty verdict, the severity of the penalty, or both in writing to the Chair of the Board of Appeals. The Chair of the Board is the Dean or the Associate Dean of the school or college in which the student is enrolled. The other members are the president of the Student Government Association or his/her representative and a professor in the undergraduate college or school in which the violation occurred. The student may appeal the decision of the Board of Appeals 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.

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 individual departments and programs. Occasionally it is necessary to change a room assignment because of the enrollment of a student who has a physical disability. When this occurs, the cooperation of the faculty member involved is solicited.

2.10. Standard Teaching Load

The workload of members of the faculty of the College of Liberal Arts 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 thirty semester hours of faculty time per academic year. Scholarship is difficult to quantify, and it may prove necessary in many instances to confine it primarily to seasons when classes are not in session. 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 fifteen clock hours weekly. Of these, office hours average about five hours.

Scholarship: ongoing and difficult to quantify. For most faculty members, the largest quanta 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 one-two courses per year.

Service: ordinarily departmental, committee, and faculty meetings will occupy about three-five clock hours weekly.

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, 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 three 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, 2.5 hours of meeting time are considered to equal one hour in a standard course.

Physical Education activity classes, Scientific Inquiry modules, 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.

For individual music lessons, the following formula applies: Any combination of individual music lessons totaling nine contact hours per week is considered to be the equivalent of two three semester hour course.

Any combination of small (<6) classes, 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. Course Evaluations

By action of the faculty in May of 1978, all faculty members will conduct student evaluations in a majority of their courses each year. Faculty members may devise their own questionnaires or use evaluation instruments that are developed by departments. The results of student evaluations may be used in the mid-term reviews of untenured faculty members, in the evaluation of untenured faculty members by the Advisory Committee on Faculty Tenure, and in the assessment of faculty members by the Advisory Committee on Faculty Promotions. They may also be used by department Chairs as they evaluate the work of faculty members. For further information see Section 3.02.1. Career-long Faculty Development.

2.12. 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 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

Searches for new faculty members are initiated with the approval of the Dean, who acts in consultation with the Executive Committee.

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. One member of the search committee should be a member of another department or program. Positions should be advertised in the appropriate professional publications, and applicants should be given reasonable time in which to submit letters and resumes. Search committee chairs should carefully review the University's policies and procedures for making faculty appointments before beginning their work. Forms relating to faculty recruitment are available at <http://www.mercer.edu/cla/docs>.

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 committee chair select the applicants who will be invited to campus for interviews.

During campus interviews, candidates should meet with all members of the department, selected majors within the department, several faculty members from other departments of the College, the Dean, and, if possible, the Provost. By prior arrangement, candidates should teach a class, give a colloquium, or meet 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. The chair of the search committee should solicit evaluation of the candidates from all faculty members and students who have had contact with them.

When all campus interviews have been completed, the search committee meets with the Dean to discuss its recommendation. When agreement has been reached, the Dean or the Department Chair calls the candidate to offer the position. If the candidate accepts the position, a letter is sent by the Dean confirming the offer.

The Dean provides search committees with guidelines concerning procedures for advertising positions, reviewing applications, conducting interviews, and keeping records.

3.02. Faculty Development Policies

Operating policies for faculty development programs were devised by the Faculty Development Committee, approved by the faculty as a whole and promulgated by the Office of the Dean on

September 23, 1981: Subsequently, the faculty on April 6, 1999, approved a plan for career-long faculty development, which is incorporated into this section.

3.02.1. Career-Long Faculty Development

The College of Liberal Arts actively encourages the professional development of its faculty members throughout their careers. The College supports faculty initiatives that facilitate the learning of students and that enhance their effectiveness as instructors, scholars, and citizens of the College and University communities. The principal components of its ongoing program of faculty development reside in a comprehensive plan of faculty goal-setting, and a recurring periodic review of success in accomplishing goals. The reviews occur in the first, second, fourth, and sixth year of service of probationary faculty members, and every five years thereafter. The program is entirely separate and distinct from reviews conducted with respect to promotion in rank and advancement to appointments on continuous tenure. The process functions as follows:

1. On or before January 31 of the first year of service of a non-tenured faculty member, and on or before November 30 during subsequent years of service for faculty members scheduled to participate in the process, faculty members will complete and submit to their department chairs portfolios known as “Faculty Development Profiles.” These portfolios will contain materials documenting faculty work in the three domains of teaching, scholarly and creative effort, and service. The three sections are respectively entitled the Teaching Profile, the Scholarship Profile, and the Citizenship [Service] Profile. The full Profile must contain a narrative report of individual effort during the review period, and an updated curriculum vitae. Each of the constituent Sub-profiles will offer its own appropriate material, as negotiated between the faculty member and the department Chair. The intent is to obtain as comprehensive and fair a body of evidence as may be helpful.

a. The **Teaching Profile** must include, but is not limited to: statement of teaching responsibilities, statement of teaching philosophy, detailed and representative course syllabi, statements of long- and short-term teaching goals, evidence of student learning, and tabulated results of common student opinion questions (see below). Optional are samples of examinations, evidence of student learning, evidence of excellence in academic advising, statements of teaching philosophy, reports of peer evaluations based on observation.

b. The **Scholarship Profile** seeks primarily to document maintenance of currency in the discipline. It must contain a statement of long- and short-term scholarly goals referencing adequate preparation, use of appropriate methods, significant results, effective presentation, reflective critique of one's work. Optional material could comprehend copies of papers presented; publications; works created, exhibited, directed, or performed; indications of activity in any of the “four scholarships” — discovery, teaching, application, integration.

c. The **Citizenship [Service] Profile must include** a statement of long- and short-term

service goals, and a documentation of useful contributions through work on departmental, College and University committees. It may incorporate evidence of such things as fruitful contributions to boards, colloquia, work as a Chair, fund raiser, adviser to campus organizations, officer of professional bodies, and service to the Macon community where such service involves professional expertise.

Every Teaching component of the Faculty Development Profile will also include tabulated results from employment of the form recording Student Perceptions of Teaching (see form following this section). This form is one of several measurements that will help define faculty performance objectives; its usefulness will be determined in part by its congruence with other evaluative data. It is not, by itself, determinative: rather, its usefulness originates in its congruence, or non-congruence, with other data points. By action of the faculty in May of 1978, all faculty members must conduct student evaluations in a majority of their courses each year. In addition to any other instruments that a faculty member, department, or program may choose to employ to measure student course evaluations, the Student Perceptions of Teaching Form must be used in a majority of each faculty member's courses each year. These may be used in the reviews of untenured faculty members, in the evaluation of untenured faculty members by the Advisory Committee on Faculty Tenure, and in the assessment of faculty members by the Advisory Committee on Faculty Promotions at the discretion of the faculty member .

Distribution, Collection Process. At the end of the term, the instructor will allow class time to collect student perceptions of teaching.¹ Alternative methods, including web-based formats, are permissible so long as they maintain student confidentiality and do not involve faculty oversight.

It is important to emphasize that the common questions on the student perception form will constitute only a small part of the material submitted in the course of the review. During the scheduled review process, the department Chair may compare an individual's results to results for department averages as a whole and discuss/report general trends. Only the Chair or Program Director having oversight of the course and the faculty member will have access to the raw numbers (including individual student responses, and class averages). After review by the Chair, the forms, the raw numbers, and the averages per course remain the property of the individual faculty member.

2. Upon reviewing the faculty member's Development Profile, the Chair will send to that faculty member a written assessment of the accomplishments during the period of service under consideration, and make arrangements for a discussion of this assessment.

¹The instructor will distribute forms, designate a student to collect them and return them in a provided envelope to the department secretary, and then leave the room for the balance of the class meeting. The designated student will collect the forms, place them in the envelope, seal it, and immediately after class return it to the department secretary, who will return the sealed envelope with the forms to the instructor after the grades for the course have been submitted.

3. In their conversation, the Chair and the faculty member will employ the results of the Faculty Development Profile and the Chair'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. Upon being approved by the Dean, these objectives detail the plan for faculty growth and development for the ensuing period of service. This plan can be changed only by mutual consent, and any changes must be recorded in writing.

4. At their option, faculty members may invite additional faculty colleagues to examine their Faculty Development Profiles and share in the review process. They may also meet with the Dean to confer about performance and development matters.

5. Department Chairs under review must, in consultation with the Dean, identify a third colleague from the College faculty who will serve as reviewer.

College of Liberal Arts
Student Perceptions of Teaching Form

Year _____
Class _____

Term _____
Instructor _____

A. Student Profile

1. Class (check one): Freshman Sophomore
 Junior Senior
2. How many classes did you miss during the semester? (Check one)
 Less than 5 5-10 more than 10
3. Grade you expect to receive? (Check one)
 A B+ B C+ C D+ D F IP
4. Is this course required? (Check one)
 For general education For your major Not required

B. Student Perception

Circle the number that best represents your perception of each of the following
(1 = unacceptable and 7 = exceptionally good)

5. Instructor's knowledge of course material
 1 2 3 4 5 6 7
6. Clarity of instructor's expectations
 1 2 3 4 5 6 7
7. Clarity of instructor's presentation
 1 2 3 4 5 6 7
8. Instructor's fairness
 1 2 3 4 5 6 7
9. Instructor stimulated my interest
 1 2 3 4 5 6 7
10. Instructor provided timely, useful feedback on my performance
 1 2 3 4 5 6 7

3.02.2. Sabbatical Leave and Special Professional Leave

Policies related to sabbatical leaves and leaves of absence have been incorporated into section 2.18 of the University portion of this *Handbook*. However, the following schedule for applications will obtain in the College of Liberal Arts, in order to enable department Chairs and the Dean to plan course schedules, staffing needs, and budgets.

No later than **September 20** in the year prior to the expected leave, and on or before such earlier date in the year prior to the anticipated leave that the Dean may specify, the faculty member must submit to the Dean 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. No leave can be granted without the written approval of the Dean, who may require the prior approval of the department Chair and/or a faculty 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. Forms for applying for sabbatical leaves are available at <http://www.mercer.edu/cla/docs/>.

Applicants for leaves will receive written notification of the action on their proposals on or before February 1 of the academic year of the application. All parties must agree, in writing, to the specific terms of the leave (including salary) on or before April 1.

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 several sources. These include annual expendable

earnings from several restricted endowments, including the National Endowment for the Humanities Faculty Development Fund, the Plunkett Fund, the David Duncan Fund, and the Charlie Hendricks Fund. There are also several forms of College-budgeted funds. These include monies reserved for support of summer grants for research and for the improvement of teaching, 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 at <http://www.mercer.edu/cla/docs/>.

The current guidelines for the College's travel policy are as follows. These are modified annually by the Dean, in consultation with the Executive Committee, in light of the resources available.

Eligibility: So long as funds are available in a fiscal year, the College will provide up to 80% of the cost of travel for professional development for each full-time faculty member. The Dean's Office will support additional travel if funds are available. In those cases, preference will be given to requests involving presentations. If travel funds are available in a department's budget, those must be exhausted before a request is made to the Dean's Office.

Hotels/Lodging: Maximum allowable rate is \$150/night after taxes.

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

Conference Registration Fees: Mercer will reimburse the standard registration fee for a conference; however, a photocopy of the registration must be included in the claim for reimbursement.

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

Automobile Rental: Faculty members should use Internet bookings to guarantee the lowest possible rate. Packages from Expedia and the like that combine hotel, air fare, and rental car can result in substantial savings.

Personal Vehicle: Mercer reimburses at \$0.405 per mile. This is intended to cover all the costs of using your vehicle. The University will NOT cover fuel or auto service expenditures when a faculty member chooses to use a personal vehicle.

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. CLA will not provide reimbursement for undocumented expenses.

Reimbursement: The Travel Reconciliation form and all receipts must be submitted to the Dean's Office within thirty (30) days of the completion of travel. Otherwise, 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 30 years. The Award is presented annually to a faculty member of the College of Liberal Arts who embodies high standards of scholarship and a commitment to the pursuit of truth 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 Dean, in consultation with the Executive Committee, appoints an *ad hoc* committee each year to

arrange these lectures. The College also supports and assists in arranging the annual Lamar Lectures. An endowment in the Roberts Department of Christianity 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. Faculty Research and Development Support Programs

A significant aspect of faculty development is research and independent study. The University supports these objectives through the following research programs. These programs are intended to support research above and beyond the ordinary reading and study expected of conscientious professionals.

In order to encourage a variety of research activities, three programs are available. Each is designed to be competitive. The applications should state clearly the program under which funds are being requested and show how the proposed research will be of value to the applicant and the University.

Forms for applying for faculty research and development support are available at <http://www.mercer.edu/cla/docs/>.

1. Professional Research. These grants are intended to support research extending knowledge in the applicant's area of expertise. The request must clearly state the proposed research, the budget for the funds requested, and the term of the proposed project. The application should contain evidence of serious interest in the project--such as previous work, preliminary research, or bibliographic data. If acquisition of significant equipment is proposed, its utility after the completion of the research project should be specified.
2. Improvement of Teaching and Course Development. These grants are intended to support acquisition of materials for new courses or significant course revisions where the acquisition of such materials is not clearly within a regular departmental budget. In some cases, funds might be used to support travel for observation or fact-finding purposes. The application must state the nature of the course development proposed, the desirability of the new course or the need for significant revision, and the budget for the funds requested.
3. Summer Grants. This program consists of stipends to support research for a period during the summer, to the maximum extent allowed by the faculty research and development budget. It is expected that no other gainful employment (including Summer School) will be undertaken during the grant period. These grants are awarded on the basis of the merits of the proposal.

The Office of the Dean administers the research support programs. As indicated in the Bylaws of the College, a Peer Review Committee will evaluate and rank all applications and

recommend awards to the Dean. All applications should be submitted to the Dean by October 1. While official notification of funding cannot be provided until after the Trustees have approved the University's budget for the following fiscal year, the Dean's Office will seek to notify applicants informally of the status of their applications early in the spring semester so as to facilitate planning for use of the awards.

All applications should be accompanied by a letter from the department Chair indicating the effect of the proposed research project on the regular departmental program.

3.02.7. Reduced Teaching Loads

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 research and/or other professional activities. The Dean may grant reductions within the College up to a total of ten class sections each year. In most cases, an individual's load may be reduced by one course. Unlike professional leaves or sabbaticals, released time does not exempt one from departmental or College responsibilities.

I. Application Procedures

A. No later than September 15 in the year prior to the expected release, the faculty member submits the proposal to the Department Chair and the Dean, 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 existing work in a particular field. The Chair may or may not support the request but submit to the Dean and the faculty member a statement describing the effect of the reduced load on departmental staffing.

B. Faculty with ongoing projects must reapply for reduced loads each year.

II. Regulations Governing Reduced Teaching Loads for Research

A. During the year the faculty member receives full salary and teaches the normal department load less the negotiated course reduction. The faculty member is not eligible to teach elsewhere in the University.

B. Securing released 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 should not be required to assume additional classes beyond their regular course loads.

D. No more than two requests from an individual will be approved without evidence of

scholarly achievement resulting from the project in the form of publication or presentation beyond the local community or a paper or presentation given at a scholarly conference outside Mercer.

3.02.8 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. These amplify and supplement policies described in the University's 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.

II. INTERPRETIVE GUIDELINES

A regular, full-time member of the faculty of the College of Liberal Arts 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 potential for a conflict of interest exists in several events. Where outside professional consulting exceeds on the order of one day per week during an academic term, there is such a potential. Where outside employment involves teaching at a competing institution or within a competing unit of the University, there exists the possibility of a conflict of interest. Where external employment comprehends more than one day per week during an academic term, or one course per academic term, there may be a conflict of interest. Where a faculty member profits financially from activities that employ University or College property there is potential for a conflict of interest, although this statement is intended in no way to discourage scholarly activity including the writing of textbooks, nor does it contravene the University's policy as to patents and copyrights.

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 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, it is the policy of the College of Liberal Arts that on or before 30 September of each year each faculty member will complete a Conflict of Interest Form, College of Liberal Arts, which will be made a matter of record. Copies of the form are available at <http://www.mercer.edu/cla/docs/>.

3.03. Tenure and Promotion

3.03.1. Tenure

I. College Policy

The University Tenure Policy is found in section 2.04.2 of the University portion of this *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 faculty colleagues, 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.

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.

At the end of a probationary period, the Advisory Committee on Faculty Tenure evaluates the credentials and performance of untenured faculty and recommends grants of tenure to the Dean of the College. Tenure is based on achievement and potential, which shall be determined in the aggregate, considering the following criteria:

- a. quality of teaching and attention given to students as individuals,
- b. breadth, depth, and variety of training and experience,
- c. professional activity and scholarship,
- d. participation in group deliberative processes,
- e. service to school and community.

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

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.

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 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.

c. If promotion is awarded to a faculty member before the probationary period is completed, no promise of eventual tenure is implied.

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.

II. Mid-term Review of Faculty

The process for a mid-term review of untenured faculty members, approved by the faculty on May 10, 1988, is as follows:

In the fourth year of the probationary period (two years before review for tenure), the untenured faculty member and the Department Chair should conduct a mid-term review. This review process should include a self-evaluation, a Chair's evaluation, and, at the option of the faculty member, a peer review of teaching. The Advisory Committee on Faculty Tenure suggests the following guidelines for this review process. (Any materials generated by this review process are solely the property of the faculty member and may be retained for possible submission to the Tenure Committee at the time of formal application for tenure). In addition to the fourth-year review, faculty members on tenure track are expected to have discussions of their performance with their department chairs in the spring of the first year of appointment. A more formal review, including the preparation of a portfolio and discussion with the Dean, is expected in the spring of the second year of appointment.

In instances of appointments with credit towards tenure because of service elsewhere, the candidate, the department chair, and the Dean will arrange an appropriate schedule of pre-tenure reviews.

(Added by the Dean to reflect current practice, June 2005)

A. Self-evaluation

In the tenure review process, it will be incumbent on the candidate to make a strong case for tenure, based on specific achievements and clear evidence of potential. As preparation for the formal tenure review, the mid-term review should provide an opportunity for self-reflection and a candid appraisal of accomplishment and development during the probationary period. In the spring of the fourth year of the probationary period the candidate should submit a written report to the Department Chair. This report should address the following areas:

1. Teaching, including accomplishments, strengths and weaknesses, personal philosophy and methodology of teaching, and a summary of and response to student evaluations;
2. Professional development, including interests, accomplishments, and plans for future development (as scholar, artist, performer, researcher, teacher, community activist, etc.);
3. Contributions to Mercer, including contributions both to departmental and College-wide programs and processes, priorities for the future, and particular strengths brought to this collegial role, as well as contributions to the larger community in the role of Mercer faculty member;
4. Areas for improvement, including a response to any previous recommendations for

improvement from the Chair or Dean.

. *B. Chair's Evaluation*

In order to foster continuing professional development, the mid-term review should provide untenured faculty members with more constructive criticism than is normally part of informal annual evaluations. In light of earlier evaluations, this is an appropriate time for a realistic assessment of progress and success, as well as for focusing on areas needing improvement. This process should also help the Chair develop support for a later tenure recommendation to the Committee.

The Chair should respond to the faculty member's self-evaluation and should particularly consider teaching, professional development, contributions to College-wide programs, non-teaching responsibilities, and community service. The Chair's evaluation of teaching should also entail class (and laboratory) visits and examination of course materials and summaries of student evaluations. The Chair should discuss the overall mid-term review with the faculty member and give the candidate a written evaluation that includes specific recommendations for the remainder of the probationary period.

C. Peer Review of Teaching

Excellence in teaching is considered an especially important qualification for tenure. Thus, it is crucial that probationary faculty members have adequate opportunities for their teaching to be constructively reviewed by their Department Chairs and peers. Colleagues with whom one team teaches, colleagues who audit a course, and colleagues who are invited to visit classes provide informal opportunities for such review and critique. In the tenure review process, letters of evaluation from colleagues who have direct knowledge of the candidate's philosophy of education, pedagogical skills, and teaching effectiveness offer particularly valuable support for the candidate's application for tenure.

In some instances, the candidate or the Department Chair may conclude that a more formal peer review process is advisable as part of the mid-term review. A mid-term peer review of teaching could enable the candidate to assess areas of weakness and develop means of addressing them. It could also help confirm and document areas of strength. In such cases, the candidate and the Chair would invite a colleague to observe the candidate's teaching during the year. It would be essential that they select an experienced and objective faculty member to serve as a peer reviewer. It would be incumbent on the candidate to ensure that this observer would have an adequate opportunity to evaluate teaching effectiveness (including preparatory discussion of the syllabus and aims of the course, several class visits, and subsequent discussions of the teaching process as observed). At the conclusion of this process, the observer should share with the candidate a specific evaluation of the teaching effectiveness of the candidate. This formal evaluation conference could include a written assessment and, at the discretion of the candidate, could include the Chair as well. Information about this review process could be included as important documentation in the

formal application for tenure. This colleague could also serve as a knowledgeable source for one of the recommendations required by the Advisory Committee on Faculty Tenure as part of the application.

In any event, it remains the responsibility of the Department Chair and the candidate to ensure that teaching effectiveness is adequately documented for the candidate's application.

3.03.2. Promotion

The following policies related to promotion were developed by the Advisory Committee on Faculty Promotions, and approved by vote of the entire faculty on May 9, 1978.

Promotion Guidelines and Criteria

The College endeavors to have a faculty dedicated to professional excellence. At the same time the faculty of the College should expect excellence of itself, as well as recognition from the College for its striving. 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 to evaluate the professional growth and service of each faculty member below the rank of professor and to convey to the administration recommendations for promotion along with appropriate supporting information.

I. Criteria For Promotion

[Editorially revised by Dean Steeples in consultation with Executive Committee in 1999. Revisions clarify previous wording per request of Advisory Committee on Faculty Promotions.]

A. Excellence in teaching [including academic advising]

B. Evidence of Scholarly and Creative Activity and Growth

- Demonstrated currency in the discipline
- Continuing education, formal and informal
- Attainment of earned, advanced academic degrees
- Satisfactory growth in scholarly and creative activity, as appropriate, in one or more of the following:
 - The scholarship of teaching (researching, writing and presenting about, proposing grants about, teaching and curricular development)
 - The scholarship of discovery (research, presentations, refereed publications expanding knowledge in the discipline)
 - The scholarship of application (applying professional expertise for internal, external organizations)

- The scholarship of integration (framing new syntheses within the discipline, presenting, publishing same in refereed outlets)
- The scholarship of creation (generating, creating, producing original works of visual, performing art)
- The scholarship of artistic performance (if appropriate to one's discipline)

C. Contributions to College programs outside the classroom:

- College leadership roles
- Contributions to the work of committees
- Chairing a department effectively
- Advising a student organization
- Providing leadership in a disciplinary/professional organization
- Applying disciplinary expertise in rendering community service

II. Time in Rank

Time thresholds for promotion are described below. In special situations, exceptions may be made at all levels and prior teaching or professional experience may be considered.

A. For the holder of the Ph.D. degree or its equivalent:

1. Promotion from assistant professor to associate professor:

Consideration for promotion is given during the sixth year as assistant professor, with the possibility for earlier consideration for a person with outstanding qualifications.

2. Promotion from associate professor to professor:

Normally consideration for promotion is given in the eighth year as associate professor for a person with impressive qualifications, and consideration will not be given until such qualifications have been achieved. Earlier consideration is exceptional.

B. For holders of intermediate degrees:

1. Promotion from assistant professor to associate professor:

Consideration for promotion is given when a person demonstrates superior qualifications. Promotion to associate professor without the Ph.D., or its equivalent, is unusual.

2. Promotion from associate professor to professor:

Consideration for promotion is given when a person achieves exceptional accomplishments including significant contributions to his or her discipline. Promotion to professor without the

Ph.D., or its equivalent, is very unusual.

C. Promotion from instructor to assistant professor:

1. If a person holding the Ph.D. degree or its equivalent is hired at the rank of instructor, promotion will be considered during the second year.
2. The person who joins the faculty with no experience and without the Ph.D. or its equivalent normally begins work as an instructor. For the holders of intermediate degrees, consideration for promotion above instructor will be given only with the demonstration of outstanding accomplishments.
3. 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.
4. Persons appointed to the faculty at the rank of instructor on or before April 15, 1988, are subject to the policies governing nontenure appointments (see University Faculty Personnel Policy 2.04.3) and at the discretion of the University may be appointed beyond their fifth year of service at that rank. For these persons consideration for promotion to assistant professor is given during the eighth year on the faculty for a person with outstanding qualifications.

Supplement To The Promotion Guidelines

(approved by the faculty in April, 1985)

I. Time in Rank

A. Time in rank alone does not guarantee promotion. Holders of the terminal degree should understand that time in rank and the terminal degree do not guarantee promotion.

B. Normally, recommendations for promotion will not be made earlier than the third year of full-time service at Mercer.

C. Early promotion is exceptional. It requires unique achievement as a teacher and scholar in ways that far exceed the accomplishments of other members of the faculty. It is appropriate to the faculty member who gained distinction in his or her field or brought honorable distinction to the University.

D. The Dean of the College will negotiate the matter of credit for prior service at other institutions with new faculty members at the time of initial appointment and will incorporate reference to any such credit in the initial letter of appointment.

E. The Advisory Committee on Faculty Promotions will determine appropriate credit to be given for visiting faculty status.

F. Leaves of absence

1. At least one year of credit for approved leaves of absence with compensation for pre-doctoral work or post-doctoral study or research may count as time in rank.
2. Leaves of absence for reasons that are personal or are non-related to normal faculty duties will not count as time in rank.

G. Mid-year appointment or promotion

Mid-year appointment or promotion is counted from the date of the appointment or promotion.

H. Promotion without the doctorate or its equivalent

Consideration for recommendation for promotion of a tenured faculty member without the doctorate will follow the same time in rank schedule as that for persons holding the doctorate. However, promotion of a tenured faculty member without the doctorate is contingent upon evidence that the candidate has earned professional certification or graduate credit beyond the master's level, has kept abreast of development in his or her field, has served the College with distinction, and has reached a level of exceptional achievement in his or her field.

II. The Master of Fine Arts Degree

The MFA will be considered as a terminal degree and is subject to the same promotion criteria as the doctorate.

III. Preparation of an Application for Promotion

A. Schedule

1. In the spring semester preceding the year in which a faculty member is eligible for consideration for promotion, the Dean's Office will submit to the Advisory Committee on Promotions for its review a list of faculty members thought to be eligible for promotion. Following committee review (for accuracy), the Dean will before the end of the term and in writing inform those eligible to apply that they are invited to apply for promotion. This arrangement will enable candidates for promotion to prepare their applications and supporting dossiers over the summer.
2. The full promotion dossier will include the following:
 - a. A letter of application, setting forth a statement of the reasons for which the applicant is deserving of promotion.
 - b. A current *curriculum vitae* from the applicant
 - c. A letter of recommendation from the department Chair

d. Evidence of excellence in teaching including, at the least, syllabi, specimens of examinations, of lab manuals as appropriate, representative samples of the range of student work. Certainly, indication of student responses to or perceptions of teaching is desirable. It is the applicant's responsibility to document teaching excellence. If one or another type of evidence or documentation is not provided, the assumption will be that the relevant form of evidence does not exist.

e. **For associate professor:**

- 1) Evidence of satisfactory scholarly and/or creative activity
- 2) Evidence of satisfactory service to the college

f. **For professor:**

- 1) Evidence of excellent scholarly and/or creative activity and satisfactory service to the College outside of the classroom
- or
- 2) Evidence of excellent service to the College outside of the classroom and satisfactory scholarship and/or creative activity.

3.03.3 Emeritus Status

Fully retired faculty members with at least ten years of exceptional service may be recommended by the College of 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 Bulletin 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 Chairperson.
- 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 Chairperson.
- 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 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.

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, 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 your comments and ideas about improving library services and collections for faculty members and students. You may contact the Dean of University Libraries or a member of the College of Liberal Arts Library Committee with your feedback and ideas.

4.01.1 Library Services

Library Research Instruction: The Library is committed to helping students gain critical information skills so they can successfully conduct research or use a library as a Mercerian in the future. The Library Instruction Program is designed to provide specific course related instruction to students involved in projects requiring use of library and information resources. Our goals are the academic success of students and the promotion of information literacy through the instruction program and related services. The Research Instruction classes are for students at all levels, first year students through graduate level, and they are tailored to the needs of the particular class. A librarian will be pleased to work with you in designing the appropriate content and approach for your research assignment. For more information, call the Reference Department (301-2055).

Library Resources: All faculty members are urged to help build appropriate library collections to support the curricula. The Library attempts to provide the best resources in the most appropriate formats—print or electronic—within budget and collection development guidelines. Material order recommendations may be submitted to the appropriate library liaison for the academic department or to the Coordinator of Collection Development. Every attempt is made to provide feedback on order status. For more information, contact the Associate Director for Public Services and Collections (301-2031).

Faculty Borrowing Privileges: Faculty members may check out an unlimited number of books with a loan period of 120 days. Items may be renewed once and may be renewed by phone. After one renewal, books are to be returned in order for library records to be updated for accurate inventory. While there are no overdue fines for faculty members, lost or damaged books are the responsibility of the borrower and replacement costs will be charged. All books checked out are the responsibility of the borrower and are subject to recall if another patron requests it, or if the item is needed for a course reserve. Student assistants must present a faculty library card when checking out books for a member of the faculty. Faculty family members may apply for a special borrower's card.

Interlibrary Loan: If the Library does not have the materials needed for a research project, it can generally be requested from another library through Interlibrary Loan. Request forms are available at the Reference Desk or through the home page. The Library complies with copyright restrictions as applied to photocopy requests and may not be able to fill some requests depending on availability or borrowing costs.

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 either be checked out.

Reserve Lists: Faculty members may place supplementary course materials on reserve at the Circulation Desk. A Reserve Request Form should be completed and reserve materials brought to the Circulation Desk well in advance of anticipated student need so items can be processed and available when students ask for them. Electronic reserves are under development. All reserve requests are subject to copyright restrictions.

4.01.2 Special Collections and Services

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 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

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 web site 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 web site: <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, Macon Campus

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 web site: <http://www.mercer.edu/itc/>.

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.

Located in the breezeway of Connell Student Center, the ARC is the only facility on campus

open through the night during fall and spring semesters. Hours of operation are continuous 2:00 p.m. on Sundays through 5:00 p.m. on Fridays.

For more information, please visit the ARC web site at <http://www.mercer.edu/arc/>.

ARC Staff:

Sandra M. Rosseter, Director
Jennifer J. Zimmerman, Assistant Director
Stephanie Mooring, Administrative Coordinator
Fontella Hamilton, Technical Services Assistant
Ricardo Echeverri, CHAMPS Coordinator

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 First-Year Programs and Academic Advising Center (301-2078) coordinates the advising of all incoming students. College faculty members are enlisted by First-Year Programs to work with groups of incoming first year students in sections of University 101, a course that is taken by all first year students who are not enrolled in an experiential section of First-Year Seminar (FYS-X). Students in the FYS-X sections are advised by their FYS-X instructors. College faculty members are also enlisted to work with transfer students. When a student declares a major or concentration, 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 five days 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) is located on College Lane Drive behind the Mary Erin Porter (MEP) residence complex. Doctoral-level counselors staff this department in Student Life. Services include personal counseling for currently enrolled Mercer students, consultation, and outreach programming. Counselors are also available to present mental-health related presentations in classes. The hours are Monday through Friday from 8:30 a.m. until 5:00 p.m. The office can be reached at 301-2862. For mental health emergencies when the office is closed, please telephone Mercer Police at 301-HELP (301-4357).

5.04. Career Services

Career Services provides assistance to students and faculty members who desire current information about opportunities related to part-time and full-time employment, as well as the graduate school search and the application process. Staff members are available to address classes and student organizations regarding internships and other valuable experiential education opportunities related to specific majors or concentrations. Various assessment tools are used to assist students in identifying their strengths and interests and how they relate to potential academic and vocational goals. The Career Services Office is located on the top floor of the Connell Student Center (301-2863). Additional information is available through the Career Service web site 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 purpose of the Student Support Services program (301-2686) is to provide 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. Trained counselors are available to provide the necessary support services for all qualified students. Specific services available directly through or coordinated

by this area include: priority registration, assistance at registration, coordination of services such as readers and other special examination conditions, note-takers, and tutoring. An individualized comprehensive counseling program is an integral part of the services offered to students with disabilities. The Student Support Services office has information on other programs and services available.

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 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.

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 web site at: <http://www.mercer.edu/copycenter/>.

6.02. Mail Services

The University Station, a sub-station of the United States Post Office, is located in the Connell Student Center. Mail delivery is provided twice 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 web site: <http://www.mercer.edu/auxiliary/>. 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://www.mercer.edu/reservations/>. 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. New employees should submit a Telecommunications Update Form to request a code for long distance calls. Travel cards are available for use when traveling on University business; the same form can be used to request a travel card. Information about telephone features and other matters related to telecommunications can be obtained by calling the Telecommunications Help Desk at 301-2393.

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 parking decal (sticker) is issued for each vehicle free of charge. 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 decals are required for all vehicles parked on the campus. They should be picked up within one week of arriving to live or work on campus. 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.

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).

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.

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 Subway, Chick-fil-A, Grille Works, and Izzi's Southwest, as well as a selection of beverages, salads, and desserts. The Java City coffee shop 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 web site for hours of operation for all campus food services, catering service details, and other information: <http://www.mercerdining.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 web site: <http://www2.mercer.edu/UC/>. 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.