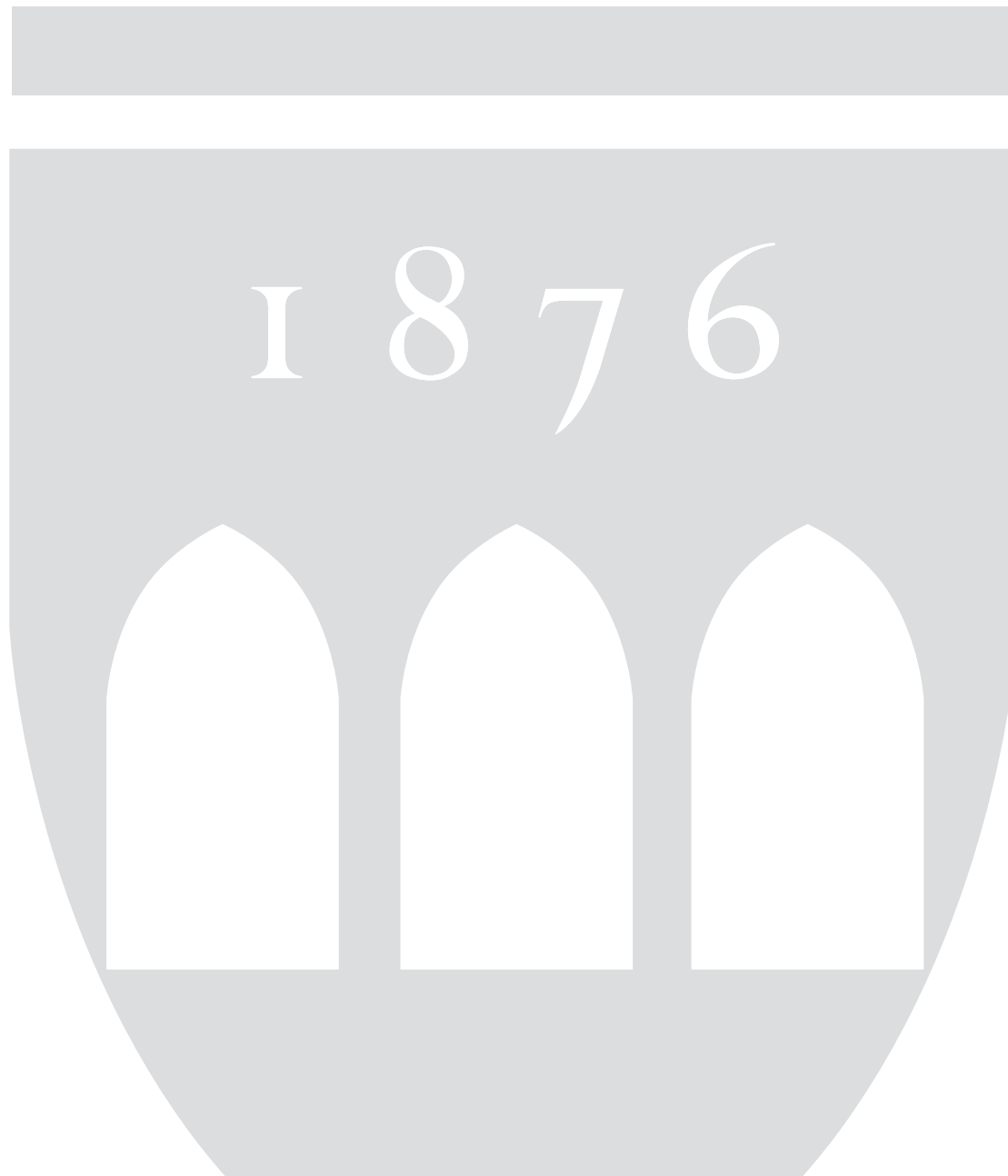


HENDRIX

Faculty Handbook
2014-2015



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Hendrix College Faculty Handbook

A. Preface

The *Hendrix College Faculty Handbook* is an official publication of the Office of Academic Affairs. In it the faculty defines the terms and conditions of professional life and the nature of the self-governance structure at Hendrix College, and the Handbook thus constitutes an important reference for all members of the faculty. Acceptance of a faculty appointment at Hendrix College implies acceptance of College policies and procedures. The information, policies, and procedures in this handbook are in effect at Hendrix College beginning on August 1, 2005.

The faculty as a corporate body is charged with certain duties and responsibilities under the College's Charter and Bylaws (see Appendix 1). These duties and responsibilities establish the faculty as a group of professional colleagues exercising a large degree of self-governance in pursuit of the College's mission. Implicit in the broad authority the faculty enjoys over academic matters is an endorsement of the principle of academic freedom.

The College's governance structure is meant to ensure close cooperation and shared responsibility between the faculty and the administration, with contributions from students where appropriate. In some areas, such as curriculum, calendar, and schedule, the faculty assumes primary responsibility. In others, such as financial and physical resources, personnel, and facilities, the administration's role is primary, but the faculty plays an important part in determining how best to distribute and employ these resources.

An administration exists in order to provide, support, and enhance the context within which the faculty can realize the goal of educating students the most effectively. These responsibilities are assigned in our polity to the President, Provost, and Committee on Faculty, in their accountability to the Trustees. This pattern ensures the extension of faculty perspectives and interests to the highest administrative level. Conversely, this pattern also sustains some degree of administrative identity throughout the faculty, in the positions of the Provost, Area Chairs, Department Chairs, committee chairs, and committee memberships.

The President, Provost, and Area Chairs, through the Charter, Bylaws, and Operating Procedures, are assigned various responsibilities in the management of resources and disposition of personnel. Implied by these responsibilities, also, is a broader duty to assure an appropriate pattern of work and compensation among faculty in a context that nurtures the pursuit of the full range of faculty professional aims in the collegiate setting.

Basic policies of Hendrix College regarding Area Chairs, Department Chairs, faculty searches, hiring, rank, promotion, evaluation, tenure, leave, sabbaticals, grants, and retirement are stated on the following pages. Statements of Operating Procedure are established by the Hendrix Board of Trustees or its standing committees. (See Section 22 of the *Bylaws* in Appendix 1.) Other policies are established internally by the Faculty and Administration of the College.

Hendrix College adheres to the principle of equal educational and employment opportunity without regard to race, sex, sexual orientation, color, religion, creed, age, national origin, or handicap. This policy extends to all programs and activities supported by the College. Student grievances regarding alleged discrimination should be reported to the Office of Student Affairs. Faculty grievances should be reported to the Office of Academic Affairs or the Committee on Academic and Professional Concerns.

B. Heritage and Mission of the College

Brief History of the College

In 1876 the institution which was to become Hendrix College was established in Altus, Arkansas, by Isham L. Burrow, a minister in the Methodist Episcopal Church, South (now the United Methodist Church). Central Institute had an enrollment of 20 pupils. Originally a primary school, the institution soon added a secondary and then a collegiate department. In 1881 the name was changed to Central Collegiate Institute.

In 1884 Central Collegiate Institute was purchased by the Methodist Church in Arkansas. Five years later the primary department was discontinued, and the institution was renamed Hendrix College in honor of Bishop Eugene R. Hendrix. It was designed as the “male college” of the Methodist Church, South, in Arkansas, but it continued to accept women students. In 1890 the Board of Trustees moved Hendrix College from Altus to Conway. In 1890 Hendrix had five faculty members and 150 students, including about 25 in the collegiate department. By 1900 Hendrix was cited by the U.S. Office of Education as having higher standards for admission and graduation than any other institution of higher learning in Arkansas. In 1908 the school was accredited as a “Class A” college by the Methodist Church, and two years later it received the first of several substantial financial gifts from the General Education Board of New York (the Rockefeller Foundation).

National academic recognition was achieved with membership in the North Central Association of Colleges in 1924, the first year Arkansas institutions were eligible for membership. International accreditation followed in 1929 with a place on the approved list of the American Association of Universities. The secondary department (Hendrix Academy) was discontinued in 1925; residential facilities for women students were increased, and the student enrollment stabilized at around 325. During the period 1929-33, Hendrix was merged with Henderson-Brown College of Arkadelphia and Galloway Woman’s College of Searcy. When Hendrix celebrated its semi-centennial in 1934, it had firmly established its role as a small, co-educational, undergraduate, residential, liberal arts, church-related institution. Constant institutional advancements led to entry into the Associated Colleges of the South and the Southern Collegiate Athletic Conference, the establishment of a Phi Beta Kappa chapter, new residential and academic buildings, and a 35% increase in the number of faculty between 1988 and 2002. The number of full-time faculty has also grown from 81 to 109 since 2002. Consistently recognized for excellence in undergraduate liberal arts education, Hendrix emerged in the 1990s as a leader in undergraduate research. More recently, the College has achieved national prominence for the Odyssey Program, which organizes and integrates into the academic program a rich array of engaged learning opportunities in several categories.

From the foundation of more than 135 years of excellence in education, Hendrix College moves confidently into the future.

Statement of Purpose

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons

through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the College offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students:

- enduring intellectual curiosity and love of knowledge;
- aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others;
- discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.

C. Organization and Governance of the College

Administrative Organization

President

The President of the College is the chief executive officer of the College and supervises all officers and departments both academic and business. The President presides over the faculty and is the official medium of communication between the Board of Trustees and the students and faculty. The President nominates all officers of the college, all professors and instructors, and recommends promotion. The President makes an annual report to the Board of the work and conditions of the institution, and makes recommendations for the welfare of the College. The President is the official representative of the College on all public occasions. The President prepares and submits the budget and is responsible for its execution. The President reviews the agenda for faculty meetings with the Provost. The President has authority to constitute any administrative councils among officers and teaching staff for the purpose of the wise administration of academic and financial affairs. The President is responsible for the efficient administration of discipline and internal affairs of the College.

The Executive Assistant to the President in the Office of the President coordinates the work of the President's Office. The Executive Assistant to the President drafts correspondence and documents, schedules appointments and travel for the President, coordinates the agenda and arrangements for the Board of Trustees meetings, and serves as a resource for the total program of the College while maintaining information and details related to the administrative structure and organization of the College.

In addition to the officers listed below who serve as the President's Cabinet and Senior Leadership Team, other offices reporting directly to the President include The Village at Hendrix and Human Resources.

Executive Vice President for Business and Finance and Chief Financial Officer

The Executive Vice President and CFO is responsible for the financial affairs of the College. The CFO has direct responsibility for the permanent funds of the College and is the chief fiscal officer. The CFO supervises the financial operations of the College and requires such accounting of receipts and disbursements as will guarantee honest and efficient management of all funds. The Business and Finance Office is responsible for the purchase of equipment, supplies, and materials. The CFO supervises the maintenance of financial records and makes reports to the President, to officers, and to Committees of the Board as needed. The CFO also supervises the operations of the College's offices of Physical Plant, Dining Services, Public Safety and the Business Office.

Executive Vice President and Chief Communications Officer

The Executive Vice President is responsible for overseeing College communications, marketing, public relations, and brand management activities. Through these activities, the CCO and Marketing Communications Department staff will provide counsel to, and support, the President's Office, the College's Advancement and Enrollment areas, and all other areas and special programs of the College, including the Village at Hendrix. The CCO chairs the College's

Special Events Committee, staffs the Trustee Committee of the Board of Trustees, and provides leadership for the Marketing Communications Office, which operates the College's news bureau, edits and designs its website, and produces *Hendrix Magazine* as well as other publications that support the College's mission and goals.

Executive Vice President and Chief Information Officer

The Executive Vice President and Chief Information Officer leads the College's informational and instructional initiatives. The staff under the CIO promotes access to scholarly resources, as well as campus computing, telecommunications and network infrastructure. The EVP & CIO takes a strong role in communication with the faculty to align information and technology resources with teaching and research goals. The CIO is active in consortial activities with the Associated Colleges of the South to bring essential resources to faculty members and students. Technology Services reports to the CIO: Information Technology, Academic Computing, Instructional and Media Technology, the Oathout Technology Center, the areas of the Library that relate to information systems and hardware, computing, institutional research, registrar software systems and student records.

Executive Vice President and Provost

The Executive Vice President and Provost is responsible for coordination of the academic affairs area. The Executive Vice President and Provost works with the faculty and its committees in formulating and recommending educational policies. With advice of the Area Chairs and Department Chairs, the Executive Vice President and Provost makes recommendations to the President in matters involving professional concerns and relationships of the faculty. In the absence of the President, the Executive Vice President and Provost presides at faculty meetings. The Executive Vice President and Provost supervises the Registrar's Office, Bailey Library, the Academic Planning and Career Discovery Office, the Odyssey Office, and the Special Programs.

Executive Vice President for Strategic Initiatives and Vice President for Enrollment

The Executive Vice President for Strategic Initiatives and Vice President for Enrollment serves as the chief enrollment officer and provides strategic vision and leadership in the areas of enrollment planning, student recruitment, admission, and financial aid. This individual advises on financial aid policy and optimal use of state, federal, and institutional financial aid resources; helps shape and communicate consistent messages about the College as part of a coordinated institution-wide marketing program; and actively participates in retention initiatives. In addition, the Executive Vice President works directly with the president to provide vision, development, planning, and execution of strategic initiative projects using a range of formats through focus groups, town hall meetings, and survey research. These projects will further the strategic priorities of the board and the president and will entail working with internal and external target markets. The Executive Vice President chairs the Retention and Enrollment Advisory Council, participates as an ex-officio member of the Committee on Enrollment and Financial Aid, and serves as staff liaison to the Board of Trustees' Committee on Enrollment and Student Life.

Executive Vice President for Student Affairs

The Executive Vice President for Student Affairs, working with a team of professional student development staff, supervises the student life program of the College. The Student Affairs staff works closely with members of the faculty, especially the Student Life Committee. The Division of Student Affairs also works collaboratively with the Chaplain. The Executive Vice President for Student Affairs is one of the advisors to the Student Senate and works with the Enrollment and Student Life Committee of the Board of Trustees.

Student Life includes the following areas: student housing facilities and residential life, student development and leadership programs, orientation, student activities and student organizations, multicultural and international student services, student outreach, event scheduling, the leadership scholars program, the post office, information desk, conference services, student health services, student counseling services, the employment and graduate school connections center, and student conduct/discipline.

Senior Executive Vice President & General Counsel, and Dean of Institutional Advancement

The Senior Executive Vice President & General Counsel, and Dean of Institutional Advancement is responsible for providing leadership and direction for the College's Advancement efforts, including development, alumni, parent and constituent relations, in order to support the College's Mission and institutional priorities. Athletics also reports to the Senior Executive Vice President. In addition, the Senior Executive Vice President is responsible for managing relations with government agencies, supervising the Chaplain and working with the President to develop and manage strategic growth opportunities. As General Counsel, the Senior Executive Vice President and Dean of Institutional Advancement serves as the chief legal officer of the College, providing advice and counsel to the College's Board of Trustees, officers, faculty and staff on matters concerning or affecting the College and its interests.

Special Assistant to the President

The Special Assistant to the President of Hendrix College is a member of the Senior Leadership Team. The Special Assistant manages presidential initiative including strategic planning, branding, community engagement, and diversity. Other duties include working closely with the Board of Trustees as well as collaborating on initiatives and projects with faculty, staff, and students in all areas of the College.

The Faculty

The faculty consists of the President, Provost, Vice Presidents, and all officers of instruction above and including the rank of instructor. The professional librarians are considered officers of instruction; thus they are faculty of Hendrix College with voting privileges. Other staff and adjunct faculty are invited to take part in faculty meetings but cannot vote. The faculty meets upon the call of the President or Provost, makes rules governing its own procedures, and constitutes such committees as may be required.

The entire faculty, subject to the approval of the Board, prescribes requirements for admission, for graduation, for degrees and courses of study, rules, and methods for the conduct

of the educational work of College. The faculty recommends candidates for all academic and honorary degrees. The faculty also has broad responsibilities in the area of student life.

Area Chairs

The President appoints Area Chairs. The Provost advises the President on the selection after consulting with the current Area Chairs and gathering advice from all faculty in the area. The Provost may also seek advice of students majoring in departments within the area. The Area Chair should be a leading faculty member within the area and must be a tenured Associate Professor or Professor in the area. The Area Chair normally should have had at least three years of experience at Hendrix College. In exceptional circumstances, these criteria can be modified.

Typically an Area Chair serves for a single term of four years. In normal circumstances, an Area Chair's teaching load is reduced effectively by the equivalent of three courses per year, and committee assignments are normally limited to *ex officio* assignments.

Each Area Chair advises the Provost and, as necessary, the President, on all matters concerning his or her area and on matters of common College-wide concern. The specific responsibilities of the Area Chair include the following:

- coordination of the academic programs, course schedules, and teaching loads within the area;
- setting the agenda for, calling, and presiding at area faculty meetings;
- oversight of area operating and capital outlay budgets;
- advisement of the Provost on matters of personnel, rank, tenure, promotion, and compensation;
- conducting the scheduled evaluations of area faculty members;
- allocation of faculty development or travel funds;
- provision of liaison between the area faculty and the administration;
- coordination of supervision of the facilities and equipment of the area;
- membership on the Council on Academic Policy, the Committee on Faculty, and the Committee on Faculty Grants.

Department and Program Chairs

Department and Program Chairs are appointed annually by the President on the advice of the Provost. The Provost consults with the Area Chairs in this matter. All departmental faculty members are also consulted regarding the appointment of Department and Program Chairs. The **Department and Program Chairs Handbook** contains more detailed information.

The Department and Program Chairs play a leadership role for their respective departments or programs and the College. The tasks of a Department or Program Chair at Hendrix College include the following. (Some of these duties may be delegated to others. Listed items are not rank-ordered in importance.)

Educational Duties—integrating departmental functions into the educational process:

- coordinates the curriculum, course schedule, advising, and advanced placement within the department or program;
- chairs regular departmental or program advisory committee meetings;
- oversees the administration and grading of capstone experiences and comprehensive examinations;

-
- coordinates the selection of persons for departmental honors (such as prizes or graduation with distinction);
 - coordinates student career placement and graduate school and professional school applications;
 - oversees departmental acquisitions for the library; and
 - keeps in contact with various off-campus constituents for student referral and general off-campus activities.

Administrative Duties—integrating departmental functions within the College structures:

- prepares and submits departmental or program operating and capital budget requests and controls expenditures;
- prepares inventory, orders supplies, and oversees the acquisition and maintenance of equipment for the department or program;
- coordinates the applications for and management of external grants in support of the department or program;
- participates in the scheduled evaluations of departmental or program faculty members;
- coordinates departmental or program self-evaluations and assessment of student learning;
- chairs searches for new departmental or program faculty members and support staff and coordinates their orientation;
- supervises work-study students and support staff, including adjunct faculty members;
- communicates and interprets departmental or program requirements and policies to other parts of the College, prospective students, off-campus groups, and other constituencies;
- confers with the Office of Institutional Advancement and Planning regarding gifts to the College designated for the department or program;
- maintains departmental or program records (such as course enrollments or profile of graduates); and
- fulfills other responsibilities as assigned by the Area Chair, the Provost, or the President.

Office of Academic Affairs

The Office of Academic Affairs is administered by the Provost and provides academic support to the faculty and administration of the College. The **Assistant to the Provost's Office** supports the Office of Academic Affairs.

The **Associate Provost for Academic Affairs** assists the Provost as needed with coordination of the academic affairs area. Duties include the coordination of faculty grants, new faculty orientation, academic assessment, faculty standing committees, and campus event scheduling. The Associate Provost maintains the academic calendar, *Catalog*, *Faculty Handbook*, and web pages, and provides staff support for the Committee on Faculty and the Academic Policy Council. The Registrar's Office and Chemical Safety reports to the Associate Provost.

The **Associate Provost for Engaged Learning** provides administrative leadership for the Odyssey Program, coordinates offices and initiatives involved in implementing that program, and works to build partnerships for the enhancement of engaged learning across the campus. The Associate Provost is responsible for coordinating and monitoring the assessment of

engaged learning at Hendrix and for nurturing faculty and staff development related to engaged learning pedagogy. The Associate Provost coordinates and monitors the Odyssey Professorship program and works closely with the Odyssey Director to represent the College's creative work in engaged learning to external constituents and in the national forum.

The **Director of Integrated Advising** coordinates and oversees the Hendrix faculty advising system and supervises the Academic Planning and Career Discovery Office. The Director works with faculty, administration, Student Affairs staff, and students to develop and implement programs and procedures designed to provide appropriate support and assistance to students, and to facilitate student adjustment, satisfaction, and success. Duties also include monitoring national best practices in advising and retention, incorporating these practices, as appropriate, into programs of the College, and maintaining institutional and national retention figures.

The **Office of Academic Planning and Career Discovery** is supported by a **Director of Academic Success**, and **Assistant Director of Academic Success**, a **Director of Career Counseling and Internships**, an **Administrative Assistant**, and a **Testing Coordinator**. The current academic year is a transition year with an **Interim Director of Integrated Advising** and two faculty coordinators, a **Coordinator of Academic Advising** and a **Coordinator of Academic Advising Data**.

The **Odyssey Program** is supported by a **Director** (of both Odyssey and International Programs), an **Associate Director of the Odyssey Program**, a **Study Abroad Advisor**, a **Rwanda Program Coordinator**, a **Director of ESOL and International Student Services**, and an **Odyssey Office Manager**.

The **Office of the Registrar** is supported by a **Registrar**, an **Assistant Registrar**, and a **Coordinator of Academic Records**.

Bailey Library is supported by a **Library Director**, a **Librarian for Public Services**, an **Assistant Librarian for Public Services and Archivist**, an **Assistant Librarian for Technical Services**, **Library Technical Assistants** for Cataloging, Circulation, Acquisitions, Serials and Reference (2), and Acquisitions and Ordering, as well as a **Bookkeeper/Administrative Assistant**.

Special Programs

The **Hendrix-Murphy Foundation Programs in Language and Literature** is staffed by a faculty **Director**, a **Program Manager**, and an **Administrative Assistant**.

The **Miller Center for Vocations, Ethics and Calling** is staffed by a faculty **Director**, an **Associate Director**, and an **Office Manager**. The **Office Manager** also supports **Civic Engagement** and **The Engaged Citizen**.

The **Steel Center for the Study of Religion and Philosophy**, the **Center for Entrepreneurial Studies**, and **Project Pericles** are each staffed by a faculty **Director**.

Academic Affairs Organization Chart

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graph TD
    Provost[Provost  
Terri Bonebright] --> AsstProvost[Assistant to the Provost's Office  
Amanda Cheatham-Hurd]
    Provost --> AssociateProvost[Associate Provost for Academic Affairs  
David Sutherland]
    Provost --> InterimDir[Interim Director of Integrated Advising  
Julie Brown]
    Provost --> AssociateProvostEngL[Associate Provost for Engaged Learning  
Peg Falls-Corbitt]
    Provost --> CenterEng[Center for Entrepreneurial Studies  
Director: Lyle Rupert]
    Provost --> CivicEng[Civic Engagement Projects  
Director: Jay Barth  
Project Partners Director: Kim Maslin]
    Provost --> SteelCenter[Steel Center  
Director: Fred Ablandi]
    Provost --> OfficeRegistrar[Office of the Registrar  
Registrar: Brenda Adams  
Associate Registrar: Fifi Lynn  
Coordinator of Academic Records: Karisa McAlister]
    Provost --> Library[Library  
Director: Britt Murphy  
Librarian: Peggy Morrison  
Assistant Librarian: Christina Shutt  
Matthew Windsor  
Library Technical Assistants: Lynn Beatty, Naomi Bitgen, Dianne Edwards, Rita Mackintosh, John Shutt, Connie Williams]
    Provost --> ChemSafety[Chemical Safety  
Shelly Bradley]
    Provost --> AsstDirAdvising[Academic Planning and Career Discovery Office  
Director of Academic Success: Julie Brown  
Assistant Director: Charley Conway  
Testing Proctor: Daryl Manes  
Career Counseling and Internships Director: Leigh Lassiter-Counts  
Academic Advising Temporary Coordinator of Academic Advising: Liz Gron  
Coordinator of Academic Advising Data: Todd Berryman  
Administrative Assistant: Donna McConnell]
    Provost --> NatSciChair[Natural Science Area Chair  
Matt Moran]
    Provost --> SocialSciChair[Social Science Area Chair  
Leslie Templeton]
    Provost --> EngChair[The Engaged Citizen  
Jay Barth  
Office Manager: Hillary Keahey]
    Provost --> HumanitiesChair[Humanities Area Chair  
Alex Vernon]
    Provost --> AreaAsst[Area Assistant  
Mary Wiese]
    Provost --> LabCoord[Lab Coordinator  
Shelly Bradley]
    Provost --> LabManager[Lab Manager  
John Steward]
    Provost --> AreaAsst2[Area Assistant  
Gina Gead]
    Provost --> Art[Art  
Rod Miller]
    Provost --> English[English  
Dorlan Stuber]
    Provost --> WritingCenter[Writing Center  
Alice Hines  
JoAnn Stevens]
    Provost --> BldgAss't[Bldg Ass't  
Tammy Vanaman]
    Provost --> Philosophy[Philosophy  
Chris Campolo]
    Provost --> Religion[Religious Studies  
John Sanders]
    Provost --> TheatreArts[Theatre Arts & Dance  
Brigitte Rogers / Ann Muse]
    Provost --> Music[Music  
John Krebs]
    Provost --> ForeignLang[Foreign Languages  
Lillian Contreras-Silva]
    Provost --> Physics[Physics  
Ann Wright]
    Provost --> Chemistry[Chemistry  
David Hales]
    Provost --> Stockroom[Stockroom  
Linda Desrochers]
    Provost --> MathCompSci[Math & Computer Science  
Duff Campbell]
    Provost --> Biology[Biology  
Jenn Dearolf]
    Provost --> LabTech[Lab Tech  
Danny Fuller]
    Provost --> BuildingAss't[Building Assistant  
Charlotte Shaw]
    Provost --> SocSciTech[Lab Coord/Tech  
Michael Bell]
    Provost --> AreaAsst3[Area Assistant  
Robin Hartwick]
    Provost --> Explorations[Explorations  
Ann Muse  
Jennifer Peszka  
J.J. Whitney]
    Provost --> Psych[Psychology  
Tim Maxwell]
    Provost --> SocAnth[Sociology/Anthropology  
Anne Goldberg]
    Provost --> EconBus[Economics & Business  
Stephen Kerr]
    Provost --> Education[Education  
James Jennings / Dionne Jackson]
    Provost --> Kinesiology[Kinesiology & Health Sciences  
Joyce Hardin]
    Provost --> History[History  
Todd Berryman]
    Provost --> PoliticsIntl[Politics & International Relations  
Daniel Whelan]
  
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Provost
Terri Bonebright

Assistant to the Provost's Office
Amanda Cheatham-Hurd

Associate Provost for Academic Affairs
David Sutherland

Interim Director of Integrated Advising
Julie Brown

Academic Planning and Career Discovery Office
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Assistant Director: Charley Conway
Testing Proctor: Daryl Manes
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Chemical Safety
Shelly Bradley

Associate Provost for Engaged Learning
Peg Falls-Corbitt

Miller Center for Vocation, Ethics, and Calling
Director: Peg Falls-Corbitt
Associate Director: J.J. Whitney
Office Manager: Hillary Keahey

Odyssey Program
Director: Peter Gess
Associate Director: George Harper
Office Manager: Janina Eggenberger
Director of Int'l Programs: Peter Gess
Int'l Prog. Coordinator: Claudia Coutway
Senior Fellow: Al Easham
Rwanda Scholars Program Coordinator: Sarah Lee

Center for Entrepreneurial Studies
Director: Lyle Rupert

Civic Engagement Projects
Director: Jay Barth
Project Partners Director: Kim Maslin

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Gina Gead

Art
Rod Miller

English
Dorlan Stuber

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Alice Hines
JoAnn Stevens

Bldg Ass't
Tammy Vanaman

Philosophy
Chris Campolo

Religious Studies
John Sanders

Theatre Arts & Dance
Brigitte Rogers / Ann Muse

Music
John Krebs

Foreign Languages
Lillian Contreras-Silva

Physics
Ann Wright

Chemistry
David Hales

Stockroom
Linda Desrochers

Math & Computer Science
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Biology
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Soc Sci Tech
Lab Coord/Tech: Michael Bell

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Anne Goldberg

Economics & Business
Stephen Kerr

Education
James Jennings / Dionne Jackson

Kinesiology & Health Sciences
Joyce Hardin

History
Todd Berryman

Politics & International Relations
Daniel Whelan

Faculty Meeting Procedures

(To be inserted in the Faculty Handbook on C-8 preceding the section on Committees)

General Principles for Faculty Meetings

1. The **faculty** shall consist of the President, Vice Presidents, Provost or Dean of the College, and all officers of instruction above and including the rank of instructor. The **faculty** shall meet upon the call of the President or the Provost or Dean of the College and shall make rules governing its own procedure and shall constitute such committees as may be appropriate. The **faculty** shall prescribe, subject to the approval of the Board, requirements for admission, for courses of study, for degrees, and for graduation, and shall recommend to the Board candidates for all academic and honorary degrees. The **faculty** is responsible for promoting the education and the welfare of students as defined within the Statement of Purpose of the College.

To this end, the **faculty**, through policy and participation, shall supervise all student organizations and oversee all other student activities sanctioned by the College. Each member of the **faculty** shall contribute appropriately to the fulfillment of these responsibilities. (By-Laws of Hendrix College, Section 16, *Faculty Handbook*, Appendix 1)

2. The *Faculty Handbook* should consistently use the term “faculty” to refer to the definition in the By-Laws. Informally, the term “voting faculty” may be used in other places when additional clarity is needed. The By-Laws are clear about the definition of the faculty. However informally, the term faculty is often used to refer to any person who teaches a course, lab, or activity. Although these persons are faculty in the sense that they participate in the instruction of students, many do not meet the requirements of faculty as defined in the By-Laws.
3. The President presides over the **faculty** and reviews the agenda for faculty meetings with the Provost. Typically the President calls meetings to order and then turns the meeting over to the Provost. In the absence of the President, The Provost presides at faculty meetings. The Council on Academic Policy sets the agenda for faculty meetings.
4. In absentia ballots or proxies may not be used in faculty meetings. Members must be present to vote. The **faculty** usually meets once each month when the College is in session. Occasionally, additional meetings are held on call. All members of the **faculty** are expected to attend faculty meetings and should inform the Provost if they expect to be absent.
5. The standard agenda order Call to Order, Invocation, Brief Break, Committee Reports, Action Items, Discussion Items, New Business, and Announcements.
6. Faculty meetings generally follow Robert’s Rules of Order when the faculty has no designated procedure. In the language of Robert’s Rules, the faculty has not *adopted* Robert’s Rules, but considers Robert’s Rules as *persuasive*. [This means Robert’s Rules carry weight in the absence of overriding reasons for following a different

course, but they are not binding on the body.] In particular, the following items are helpful to keep in mind.

- a. The quorum is a majority of the faculty as defined in Section 16 of the College By-Laws.
 - b. The purpose of discussion items is for the faculty to make suggestions and critiques to and with the sponsors of the item so that changes might be made before formal action is taken. Discussion items are not subject to formal amendments or votes. When a discussion item returns as an action item, it is considered to have been moved for adoption by the originating committee, whether or not the motion is explicitly stated. Since action items come from committees, they do not require a second. As motions, action items are debatable and subject to amendments (see Item 8 below).
 - c. A motion is generally decided by voice vote, but in cases where the result is unclear to the chair, the decision will be by a show of hands. Any faculty member can ask the chair for a show of hands after a voice vote. At any time, a faculty member can move that any vote be decided by secret ballot. The motion for a secret ballot must be seconded and then obtain a majority vote.
 - d. A motion to override any existing rule requires a second and a 2/3 majority to pass.
 - e. Teaching faculty without rank and administrative staff members are welcome to attend faculty meetings but cannot vote. Other visitors are allowed to attend only after a motion, second, and a majority vote to suspend the regular rules and invite the visitors to enter the meeting.
7. With four exceptions all motions are discussed at two meetings, once for discussion and once for action.
- a. Curricular proposals are acted on in one meeting unless they involve the creation of new majors or minors.
 - b. Policy proposals from the Committee on Student Life are considered adopted upon presentation as part of a committee report unless a faculty member objects from the floor.
 - c. Approval of the graduation list.
 - d. Approval of the annual report from the Committee on Committees concerning committee charges and memberships.
8. For an item to be considered at a faculty meeting, it must be made generally available to **faculty** members electronically by noon on the Friday before the meeting. A majority vote of those present is required to allow consideration of an item not made available according to this timetable. New business items are an exception. **Faculty** members who plan to offer amendments should submit them electronically to the Office of the Provost prior to the faculty meeting. Amendments proposed during the faculty meeting will not be voted on until they have been put into a format—written or electronic—that is clearly visible to the **faculty**. (Faculty Meeting, October 19, 2005)

Committees

General Principles for Standing Committees

1. Committees are to study the administration of policy, to advise appropriate groups, and to recommend policy changes for consideration and/or formal action by the faculty on those matters under each committee's charge.
2. Each committee chair is to submit a written report to the Office of Academic Affairs by the end of the spring semester. Each committee should keep minutes listing at least the members present and absent, the matters discussed, and formal actions taken at each meeting.
3. *Ex officio* representatives of administrative offices are appointed to committees by the appropriate Vice President and begin service on the committees in the fall of the academic year for which they are appointed. *Ex officio* members of committees have full committee privileges, including voting, except where explicitly noted in the committee's membership list.
4. At-large faculty members of committees are nominated by the Committee on Committees (CoC) during spring semester for the following year and elected by the faculty. Members of the Council on Academic Policy (AP) are elected for three-year terms, and members of the CoC are elected for two-year terms. Both of these elections use a modified Hare balloting system. Although the elections are held concurrently, ballots for AP are tallied first and those newly elected are eliminated from consideration in the current election to the CoC.
 - a. Faculty members with voting privileges are eligible for election to AP and CoC. Eligible faculty members are to notify the Office of Academic Affairs by the last day of the first full week of classes of the spring semester if they do not wish to be considered for election.
 - b. As soon as is practically possible after the last day of the first full week of classes of the spring semester, the Office of Academic Affairs distributes nomination ballots to all members of the voting faculty. Each nomination ballot includes the names of all faculty members who are both eligible and willing to serve on the committee. With the exception of one-year or one semester replacements, members rotating off the committee are not included on the ballot. Each voting faculty member can nominate up to two candidates listed on the ballot. The top 25 candidates in terms of the number of votes they have received then go forward into the election round proper.

If fewer than 25 candidates are nominated, all candidates nominated advance to the election round. In the event of a tie for the last qualifying ranking, all the candidates so tied go forward, provided that such candidates received at least two nominations.
 - c. As soon as is practically possible after the conducting of the nomination round, the Office of Academic Affairs distributes the Hare ballots in order to conduct the election proper. Voting faculty rank order the candidates on the ballot, and the election proceeds according to the procedure outlined in paragraph "d."

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- d. The number of votes necessary for election is determined by dividing the total number of ballots by one more than the number of candidates to be elected and taking the whole number next larger than the result. For example, if 63 ballots were cast and two candidates were to be elected, the formula would be:

(i) $63 \div (2+1) = 21$

(ii) the next whole number larger than 21 is 22

Thus, a successful candidate must receive 22 votes to be elected. In the initial tabulation of the ballots, each ballot is counted for the “first choice.” If a candidate receives at least 22 first-choice votes, he or she is declared elected, and 22 of the ballots used to elect the candidate are randomly chosen, set aside, and not counted again. Any additional first-choice votes for the successful candidate are then transferred to the “second choice” on those ballots. If a candidate receives at least 22 first and second choice votes, he or she is declared elected. If, after the ballots have been counted through for the first time, only one or no candidate has received at least 22 votes, the director of the count declares defeated the candidate(s) with the least number of first-choice votes. These ballots are then transferred to the second choices. If the election is not complete, the remaining candidate(s) with the lowest number of votes is (are) declared defeated, and those ballots are transferred to the next choices if they still need votes to be elected. Eventually two of the candidates will have at least 22 votes. In the case of a tie for the last person to be elected, the candidate assigned the most ballots in the first round shall be declared the winner. If the candidates are tied in the first round, the one with the most ballots in the second round shall be declared the winner. If necessary, this process continues into subsequent rounds until the tie is broken.

- e. As soon as is practically possible after the completion of the vote counts the Office of Academic Affairs informs the faculty of the election results.
5. During spring semester the Student Senate elects student members to the various committees on which students begin serving in the following fall semester.
 6. No person shall hold more than one position on a given committee.
 7. Recommendations for changes in the charges and/or memberships of the committees are made to the faculty by the CoC.
 8. The President of the College is an *ex officio* member of all standing committees except the College Conduct Council. The Provost is an *ex officio* member of all standing committees.
 9. *In absentia* ballots or proxies may not be used in faculty meetings or in committee meetings. Members must be present to vote.
 10. For a committee to conduct official business, a quorum must be present. A quorum consists of a simple majority of the membership, including *ex officio* members but excluding the President of the College and the Provost.
 11. Each full-time faculty member shall typically serve on no more than one standing collegiate committee; exceptions will be considered by the CoC. Normally, faculty members shall be assigned to committees for staggered three-year terms.

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12. When a proposal is brought before a committee, it should be considered in a timely fashion and a formal action should be taken within a reasonable timeframe, within the same academic year, if possible. The annual report to the Office of Academic Affairs by the chair of the committee should include an account of any proposals pending before the committee. Such pending proposals should be given high priority in the subsequent year and will be acted upon before the end of that academic year.
 13. If a faculty member elected to either AP or CoC is unable to serve, the first vacancy is filled by the first runner-up in the most recent election of faculty members to the respective council/committee; the second vacancy is filled by the second runner-up; each subsequent vacancy is filled in the same rank order. In case of a tie among the runners-up, the tie is broken in the manner described in paragraph 4(d). If the list of runners-up is exhausted, a lottery among eligible members of the faculty is held.
 14. The Faculty select three finalists from which the Board of Trustees select a faculty representative to the Board to serve one three-year term. Terms begin in the fall semester following the spring faculty elections. The election of the finalists occurs every three years during the spring semester—starting with Spring 2012. The faculty representative also serves as a non-voting *ex officio* member of AP. The criteria for finalist candidates include:
 - The candidates must have tenure.
 - The candidates must not have a dual staff or administrative appointment other than as department or program chair.
 - The candidates should not be planning a sabbatical during the first two years of the term of service, or if a sabbatical does come during the first two years, the candidates should be prepared to attend Board meetings during the sabbatical.
 - Current elected members of AP or current Area Chairs are eligible to be candidates. However, if selected, the faculty must resign the other position. Replacements are made according to the policy in item 13.

The election will follow similar rules to that of the other elected faculty positions.

- Early in January of an election year, the CoC chair polls eligible faculty members to provide an opportunity for faculty to remove themselves from consideration.
- Late in January of an election year, the CoC chair sends ballots to all voting members of the faculty. The ballots include the names of all eligible, willing faculty members.
- The voting method is approval voting. Therefore, faculty completing a ballot should mark each candidate whom the faculty member approves of serving in this position. The names of the three candidates with the most votes are sent to the Board for final selection of a representative.
- Once a faculty representative is chosen, the other faculty elections continue in the usual way.

In the event that an elected faculty representative decides to apply for a sabbatical during the third year of the term and wishes to relinquish duties during the third year, the CoC will move up the next election one year and plan an election for a new three-year term.

Standing Committee Descriptions and Memberships

Committee on Academic Advising

Advisory to the faculty. Recommends programs, policies, and procedures relating to organization and development of the academic advising program of the College. Works in appropriate ways with other campus services, offices, and individuals to enhance academic advising for Hendrix students.

Membership:

<i>Ex officio</i> (2)	Interim Director of Advising and Retention (Brown, J) Coordinator of Academic Advising (Gron)
Faculty-at-large (3)	Camfield (chair), Eastham, Richardson
Student (1)	Travis Nowk, Cathryn McClellan (alt)

Committee on Academic Appeals

Hears and rules on appeals regarding decisions by the Office of Academic Affairs concerning interpretations of, or exceptions to, rules, procedures or decisions governing registration in courses and the management of academic records. The Committee does not hear appeals concerning grades (other than **I** or **W**). This committee also serves as the appeals committee for the Academic Integrity Policy as described in the *Catalog*.

Membership:

<i>Ex officio</i> (1)	Registrar (non-voting) (Adams)
Faculty-at-large (3)	Campolo, Penner, Seme (chair)

Committee on Academic Assessment

The Committee on Academic Assessment assists with the development, monitoring, and evaluation of annual assessment plans and student learning goals for the College's academic program including departments, programs and general education.

Membership:

<i>Ex officio</i> (1)	Associate Provost (Sutherland D)
Faculty-at-large (3)	Kerr, Maakestad (chair), Whelan
Student (1)	Elizabeth Hodges, Blair Schneider (alt)

Committee on Academic Integrity

The Committee on Academic Integrity has jurisdiction over all alleged violations of academic standards as described in the college's Statement of Academic Integrity. The committee follows the procedural guidelines as described in the Statement of Academic

Integrity. A minimum of two faculty members and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

Membership:

Faculty-at-large (5)	Barel, Dow (chair), Maupin, Schurko, Stanley
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Students (6)	Confidential
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Council on Academic Policy

Advisory to the President on all matters of common concern. Meets regularly with the President and reports regularly to the faculty. Plans programs, reviews recommendations, and coordinates activities involving academic matters. Sets the agenda for faculty meetings. Makes recommendations to the faculty on matters not under the jurisdiction of other committees, such as academic calendar, schedule of classes and examinations, graduation requirements, and programs for academic and faculty development.

Three committees are formed from the membership of the Council. The six faculty members elected at-large by the faculty by secret ballot constitute a **Committee on Academic and Professional Concerns**. The members of this committee represent the faculty in advising the Council on Academic Policy concerning academic issues, both current and future. The Committee also serves as a hearings committee and considers all matters of professional concern, particularly those relating to academic freedom, promotion, tenure, and retention. This committee selects its chair from its membership.

The Provost and the Area Chairs (appointed to staggered 4-year terms) constitute the **Committee on Faculty**. This committee is advisory to the Provost and the President on matters of faculty appointments, retention, promotion, tenure, and retirement. The Provost is the chair of this committee and the Associate Provost is a non-voting member. The Area Chairs and the Associate Provost constitute the **Committee on Faculty Grants**, which allocates funds for faculty development and faculty travel. The Associate Provost serves as the non-voting chair of this committee.

Membership:

Ex officio (5)	President of the College (Tsutsui) Provost, Chair (Bonebright) Associate Provost, non-voting (Sutherland D) Faculty Representative to the Trustees, non-voting (Barth)
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Area Chairs (3)	Moran, Templeton, Vernon
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Faculty-at-large (6 elected)	Gess (12-15), Tinsley (12-15), Berryman (13-16), Krebs (14-16) Campbell (14-17), Jaudon (14-17)
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Students (2)	Student Senate President (Graham Senor) Elected student representative (Sean Alexander)
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Athletic Advisory Committee

Advisory to the NCAA representative and to the Hendrix Athletic Director. Reviews policies and makes recommendations to appropriate College officials concerning the Hendrix intercollegiate athletic program.

Membership:

<i>Ex Officio</i> (1)	Director of Athletics (Weaver) NCAA and SAA Representative (Maxwell)
Faculty-at-large (2)	Hines (chair), Maslin
Students (2)	Gregory Lanese, John Weirich, Anna King (alt)

Committee on Budgets and Finance

Advises the faculty and administration on issues relating to operating budgets and the budgeting process. The committee is advisory to the Business Office.

Membership:

Ex Officio (3)	Vice President for Business and Finance (Siebenmorgen) Associate Vice President of Business and Finance (Mathis) Assistant Controller (Norman)
Faculty-at-large (3)	Marvin C (chair), Payne, Rupert L
Students (2)	(tba)

College Conduct Council

The College Conduct Council has jurisdiction over serious breaches of the College's standards of student conduct and over all student misconduct which does not fall under the responsibility of the minor disciplinary hearing panel or an administrative hearing body. The Council also serves as the appellate group for decisions made by a minor disciplinary hearing board or an administrative hearing body. A minimum of two faculty members and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

Membership:

Ex officio (2)	Dean of Students (Wiltgen) Representative of Office of Academic Affairs (Brown) Secretary (non-voting) (Huett)
Faculty-at-large (4)	Dearolf, Hancock, Miller (chair), Vilahomat
Students (5)	(confidential)

Committee on Committees

Recommends to the faculty the organization, structure, and functions of standing committees to which faculty members are to be named. Nominates to the faculty the committee chairs and faculty membership assignments.

Membership:

Ex Officio (1)	Associate Provost, Chair (Sutherland D)
Elected Faculty (4)	Tinsley (13-15), Jaudon (13-15), Leonard (14-16), McKim (14-16) Harris [S repl for Leonard], Zorwick [S repl for McKim]

Committee on Curriculum

Makes recommendations concerning curriculum to departments, areas, and the faculty. Receives reports and requests from departments and areas concerning revisions in course offerings and requirements for majors and minors; forwards such reports with recommendations to the faculty.

Membership:

Ex Officio (1)	Registrar (Adams)
Faculty-at-large (6)	Contreras-Silva, Ferrer, Gorvine, Hales (chair), Shutt C, Sprunger
Students (3)	Peter Butler, Sophie Knorek, Nick York, Audrey McMillian (alt)

Committee on Diversity Concerns

Advises the faculty and administration on issues relating to the promotion of a community that welcomes and supports diversity, including but not limited to racial, ethnic, gender, sexuality, and religious diversity.

Membership:

<i>Ex Officio</i> (4)	Director of the Office of Student Rights and Responsibilities (Baoua and Hale–non-voting) Representative of Multicultural Development Committee (Charley Ford) Director of Academic Success (Brown)
Faculty-at-large (3)	Kennedy, Griebeling, McDaniel (chair)
Students (2)	Elissa McDavid, Nancy Ghaleb, Katherine Rebein (alt)

Committee on Enrollment and Financial Aid

Recommends to the faculty and interprets policies concerning recruitment, admission/readmission, and retention of students. The committee is advisory to the Office of Admission and to the Office of Financial Aid.

Membership:

Ex Officio (4)	Vice President for Enrollment (Foust) Interim Director of Integrated Advising (Brown) Director of Admission (Baker) Director of Financial Aid (non-voting) (Burford)
Faculty-at-large (3)	Fabricio, Goodwin, Sanders (chair)
Students (3)	Spencer Taylor, Elizabeth Dye Grace Blackmon (alt)

Committee on Engaged Learning

Advises the Odyssey Director on policies and procedures for the operation of the Odyssey Program, including establishment of criteria for Odyssey credit not connected to regularly taught courses. Reviews and recommends to the Committee on Faculty requests from students and faculty for the funding of proposed Odyssey projects. Assists faculty members in the development of new Odyssey experiences, including new courses for proposal to the Curriculum Committee for Odyssey credit. Assists the Director in coordinating policies and the program's interactions with related offices. Hears student appeals on Odyssey credit decisions.

Membership:

<i>Ex officio</i> (4)	Odyssey Program Director (Gess) Associate Odyssey Director (Harper, non-voting) Associate Provost for Engaged Learning (Falls-Corbitt, non-voting) Associate Provost (Sutherland D) Director of Civic Engagement Projects (Barth)
Faculty-at-large (4)	Grace (chair), Henderson, Kolev, Resinski
Students (2)	Elvis Maung, Natalie Skinner, John Weirich (alt)

Committee on Honorary Degrees

Receives and reviews recommendations for honorary degrees and makes nominations in accordance with provisions of the Bylaws of the College. The Committee may, in recognition of rare and outstanding service in causes consistent with the ideals of the College, recommend to the faculty collegiate commendation of organizations beyond the campus. The following criteria for honorary degrees were approved by the Board of Trustees in February, 2004:

- Outstanding accomplishment in the honoree's chosen field; national status wherever appropriate;
- Potential as a role model and inspiration to students; the honoree embodies the humanitarian goals of the College;
- Some tie to Hendrix, Arkansas, or this region of the country that makes recognition especially fitting.

Membership:

Ex Officio	Senior Executive Vice President and Dean of
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(1) Faculty-at-large (3)	Institutional Advancement (Arnold) Muse, Peszka (chair), Scott
Trustees (2)	Larry Pearce, Elizabeth Small
Alumni Board (1)	Shawn Johnson

Committee on Honors

Recommends to the faculty policies regarding honors programs, including the Honors Convocation. Coordinates and promotes applications for the various post-baccalaureate awards by serving as the liaison between the faculty and the campus representatives for such scholarships and fellowships as Rhodes, Fulbright, Watson, Truman, Goldwater, and Marshall. Serves as the screening committee for candidates for post-baccalaureate awards.

Membership:

Ex Officio (1)	Distinguished Scholarships Advisors (Harper, Stuber)
Faculty-at-large (4)	Murphy (chair), Jellenik, McClung, Schwartzkopf

Committee on Information and Instructional Resources

Serves as the central campus unit on faculty and student proposals, concerns, and issues regarding academic technology and the library. Assesses and evaluates library services and academic technology and makes recommendations to the College. The committee is responsible for assessing and updating the academic technology plan.

Membership:

Ex Officio (2)	Director of the Library (Murphy) Representative from the Office of Information Technology (Nichols) Director of Faculty Instructional Technology (Lepczyk) Director of Media Center (Engeler-Young)
Faculty-at-large (3)	Kopper (chair), Schmidt, Vidal-Torreira
Students (2)	Reed Brewer, Susan Warren, Cece Collins (alt)

Committee on International/Intercultural Studies

Advisory to the faculty. Recommends policy and procedures regarding international and intercultural study. Aids in the advising of international students. Advertises and evaluates programs of international or intercultural study. May assist in recommending students for international study.

Membership:

Ex Officio (4)	Representative of Office of Admission (Licatino) Representative of Office of Student Affairs (Baoua) Associate Provost for Engaged Learning (Falls-Corbitt)
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Faculty-at-large (3)	Director of International Programs (Gess) Caro (chair), French, West
Students (2)	Megan Hull, Farai Muscariri, Ethan Hill (alt)

Committee on Student Life

Advisory to the Office of Student Affairs. Works in conjunction with the Office of Student Affairs and the Student Senate in recommending and evaluating the various policies and programs of the College involving student activities, including discipline, orientation of new students, student-faculty relations, recreation, residential living, off-campus housing, student government and organizations, student media, health services, and campus center.

Membership:

Ex Officio (2)	Dean of Students (Wiltgen) Chaplain (Clark W)
Faculty-at-large (4)	Evans (chair), Liu, Murray, Rauh
Students (3)	Nancy Ghaleb, Julie McCarthy, Guneev Sharma, Shameela Khimani (alt)

Committee on Teacher Education

Designs, reviews, evaluates and recommends to the faculty policies and programs related to the education and certification of students preparing to teach in the elementary and secondary schools.

Membership:

<i>Ex Officio</i> (3)	Chair of the Department of Education (Jennings) Representative of Student Arkansas Education Association (Megan Pearce) Faculty member in Department of Education, chair (Jackson)
Faculty-at-large (2)	Lopas, Wright
Student (1)	Vvdaul Holloway, Sydney Hickok (alt)
Invited (3)	tba

Collegiate Center Committees

Each of the following committees or individuals is responsible for its respective part of the Collegiate Center. Responsibilities include initiating curricular design, advising Academic Affairs in annual course offerings, designing and implementing faculty development projects, and proposing changes to the curriculum Committee on Curriculum.

The Engaged Citizen: Barth (convener, fall), Berryman, Falls-Corbitt (*ex officio*), Harris, Jaudon, Schurko, and Tinsley (convener, spring)

Explorations: Muse, Peszka, Whitney (chairs)

Learning Domains and Quantitative Skills Capacity: Committee on Curriculum

Writing Capacity: Writing Across the Curriculum Committee [Camfield, Falls-Corbitt, Hines (chair), and Kerr]

Foreign Language Capacity: Foreign Languages department chair [Contreras-Silva]

Physical Activity Capacity: Physical Activity Coordinator [Lenser]

Interdisciplinary Programs Committees

The following committees are analogous to academic departments in their relationship to the Committee on Curriculum. Each committee is responsible for initiating curricular design, for advising Academic Affairs in the scheduling or approving of annual course offerings, for designing and implementing faculty development projects, and for proposing changes to the curriculum to the Committee on Curriculum

Africana Studies: Hines, Jennings, Shutt, and West (chair)

American Studies: Barth, Capek, Goldberg, Harris (chair), Hines, Jaudon, Jennings, Maslin, Miller, Skok, and Vernon

Asian Studies: Eastham, Gess, Gorvine, Grant, Harris, Liu, McDaniel, Schmidt, Sprunger (chair), and Vernon

Biochemistry-Molecular Biology: Caro, Dearolf, Duina, Goodwin, Hales, Harper, Kopper, Murray (chair), Schurko, Sutherland M, and Willyard

Classics: Rauh and Resinski (chair)

Environmental Studies: Capek, Gess, Gron, Hardin J, Hatch (chair-spring), Hill (chair-fall), Hines, and Moran

Film Studies: Boehm, Goldberg, McKim (chair), Miller, Pruneda-Senties, and Stuber

Gender Studies: Barth, Campolo, Contreras-Silva, Harris, Jaudon, Maslin (chair), Penner, Pfau, Skok, Sprunger, Stuber, Templeton, Vernon, West, Whelan, and Williamson

Medical Humanities: Capek, Campolo, Evans, Kennedy, Pfau, Resinski (chair), Schmidt, Stuber, and Whelan

Neuroscience/The Study of the Mind: Ablondi, Dow, Ferrer, Kopper, Murray (chair), Peszka, Schmidt, Schurko, and Willyard

Special Programs

W.C. Buthman Endowed Visiting Scholar and Lectureship Program

The Program Chair is Eastham. Proposals for speakers are vetted by the Program Chair through the Social Science Area departments.

Center for Entrepreneurial Studies

In addition to the Provost, the Vice President of Advancement and Madison Murphy, the Board for the Center for Entrepreneurial Studies includes Kerr, Leonard, Oxner, Rupert (chair), Scott, and Stanley.

Miller Center for Vocation, Ethics, and Calling

Membership of the Miller Center Advisory Board includes Falls-Corbitt (director/chair), Jackson, Rupert L, Sanders, Sutherland D, Templeton. Ex Officio members are Bonebright and Clark W.

Project Pericles

Membership of Project Pericles includes faculty members Campbell D, Maslin (director/chair), McDaniel, and Shutt; staff and community members Craig Berry, Mary Henderson, Rob O'Connor, and Nancy Wood; and students Sean Alexander and Blake Tierney. Ex-officio members are Barth (Director of Civic Engagement Projects), Baoua (Student Affairs representative), Muse (Director of Imagining America), and student Emily Smith (VAC representative).

Hendrix-Murphy Foundation Programs in Literature and Language

Officers of the Foundation (3)

President (Tsutsui); Vice President (Bonebright); Secretary/Treasurer (Siebenmorgen)

Board of Directors (5)

President of the College (Tsutsui); Spouse of Lineal Descendant of Bertie Wilson Murphy (Suzanne Murphy); Lineal Descendant of Bertie Wilson Murphy (Martha Wilson Murphy); Vice Chair of the College Board of Trustees (David A. Knight); Chair of Trustees Finance & Investments Committee (Roger King), Hendrix Board of Trustees Liaison (Allen McGee)

Executive Committee (6)

Provost & Dean of the College (Bonebright); Vice President for Business & Finance (Siebenmorgen); Lineal Descendant of Bertie Wilson Murphy (Martha Wilson Murphy); Foundation Director (Coulter); Foundation Program Review and Evaluation Committee (Duina)

Special Events Board

Staff: Events Production Manager (Stephenson), Master Calendar Coordinator (Long), Chief Communications Officer [Co-Chair] (Cox), Student Life Representative (Hale).

Faculty: Music Representative (Griebeling), Theatre and Dance Representative (Rogers), Student Life Committee Chair [Co-Chair] (Evans).

Students: TBD

Steel Center

Membership of the Steel Center Board includes Ablondi (chair), Campolo, Clark W, Dow, Bonebright, Falls-Corbitt, Gorvine, Harris, McDaniel, Sanders, Schmidt, and Williamson.

Faculty Programs Support Committees

Academic Chemical Safety Officers: Bradley (Chemical Compliance—director), Steward (Physics), Bell (Biology), Grace (Theatre Arts), Birsa (Kinesiology and Health Sciences), Fuller (Chemistry), Maakestad (Art). Hendrix College employs a Campus Chemical Compliance Director (Bradley) who oversees compliance with OSHA's Hazard Communication and Laboratory Standards. Chemical Safety information is available at www.hendrix.edu/safety and includes the College's official Hazard Communication Program and Chemical Hygiene Plan.

Human Subjects Review Board: Evans, Gess, Gorvine, Hardin C, Harper, Hatch, Kennedy (co-chair), Kolev, Schwartzkopf, Sprunger, Thomas, Whitney, and Zorwick (co-chair). Community Health representatives: Kittie Aaron (Conway Interfaith Clinic), and Vafa Ferdowsian (Ferdowsian Foot & Ankle Clinic). The Human Subjects Review Board Policy can be found at www.hendrix.edu.

Institutional Animal Care and Use Committee: Caro (chemistry), Dearolf (biology), D. Jones, D.V.M. (Jones Veterinary Clinic), Murphy (library), Padberg (UCA), Penner (psychology, chair). The College's Animal Welfare Policy is at www.hendrix.edu/facultyresources.

Institutional Biosafety Committee: Bradley, Duina, Evans, Murray (chair), off-campus tbd, off-campus tbd

International Student English Evaluation and Placement Committee: Eastham, Falls-Corbitt, Gess (chair), and Loyd

Marshals of the College: Goodwin (marshal), Miller (assistant marshal), and Peszka (assistant marshal). The College Marshals direct academic processions and seating at all convocations and Commencement.

Odyssey Categories Advisory Group: Cambiano, Falls-Corbitt (chair), Gess (GA), Harper (UR), Krebs (AC), Lassiter-Counts (PL), and Whitney (SW)

Research Integrity Officer: Moran

The Research Integrity Statement is at www.hendrix.edu/facultyresources.

Travel Advisory Committee: Eastham, Falls-Corbitt, Gess (chair), and Loyd

Faculty Reference Guide

Area, Department, and Program Chairs

Humanities Area

Art
English
Foreign Languages
Music
Philosophy
Religious Studies
Theatre Arts and Dance

Alex Vernon

Rod Miller
Dorian Stuber
Lilian Contreras-Silva
John Krebs
Chris Campolo
John Sanders
Brigitte Rogers (f)/Ann Muse (s)

Natural Science Area

Biology
Chemistry
Mathematics & Computer Science
Physics

Matt Moran

Jennifer Dearolf
David Hales
Duff Campbell
Ann Wright

Social Sciences Area

Economics and Business
Education

History
Kinesiology and Health Sciences
Politics and International Relations
Psychology
Sociology/Anthropology

Leslie Templeton

Stephen Kerr
James Jennings (f); Dionne Jackson (s)
Todd Berryman
Joyce Hardin
Daniel Whelan
Tim Maxwell
Anne Goldberg

Program Chairs

Africana Studies: Carol West
American Studies: Jane Harris
Asian Studies: Michael Sprunger
Biochemistry-Molecular Biology: Rick Murray
Classics: Rebecca Resinski
Environmental Studies: Brett Hill (f); Courtney Hatch (s)
Film Studies: Kristi McKim
Gender Studies: Kim Maslin
Medical Humanities: Rebecca Resinski
Neuroscience/The Study of the Mind: Rick Murray

Distinguished Scholarships Advisors

Bennett Essay	Murphy
National Security Education Program David L. Boren Scholarships.....	Gess
Carnegie Junior Fellow	Whelan
Jack Kent Cooke Scholarship.....	Krebs
Davies-Jackson Scholarship.....	Stuber
Distinguished Scholarships Coordinators	Shutt A/Stuber
Echoing Green Fellowship	Barth
Fulbright	Eastham
Gates Cambridge Scholarship	Swann
Benjamin A. Gilman International Scholarship Program	Gess
Goldwater Scholarship	Tinsley
James Madison Fellowship	Jennings
Marshall Scholarship.....	Swann
George J. Mitchell Scholarship.....	Stuber
Thomas R. Pickering Foreign Affairs Fellowship	Gess
Charles B. Rangel International Affairs Fellowship.....	Whelan
Rhodes Scholarship.....	Swann
Rotary Foundation Ambassadorial Scholarships.....	Gess
Paul and Daisy Soros Fellowships for New Americans	Barth
Truman Scholarship.....	Barth
Morris K. Udall Scholarship	Hardin J
Watson/Walker Fellowship.....	Murphy
Elie Wiesel Prize.....	Stuber

Study Abroad, Off-Campus Programs, and Field Coordinators

Study Abroad Advisor.....	Courtway
Engineering Cooperative Programs	Wright
Foreign Service	Eastham
Gulf Coast Research Laboratory	Dearolf
Internships	Lassiter-Counts
Public Health Cooperative Program	Evans
Semester in Environmental Science	Hardin J
Washington Semester	Gess
Washington Center	Lassiter-Counts
Pre-Accounting.....	Kerr
Pre-Engineering.....	Wright
Pre-Foreign Service.....	Whelan
Pre-Law.....	Barth and Hardin C
Pre-Medical	Sutherland M
Pre-Dental	Marvin C
Pre-Pharmacy.....	Caro
Pre-Physical Therapy	Henderson
Pre-Veterinary.....	Sutherland M
Pre-Social Work.....	Capek
Pre-Theology	McDaniel
Teacher Licensure	Jennings

Enrollment Data: 2007-13

Enrollment	2008-09	2009-10	2010-11	2011-12	2012-13	13-14
	Fall	Fall	Fall	Fall	Fall	Fall
Headcount	1350	1463	1467	1426	1388	1432
Full Time	1338	1449	1456	1412	1369	1422
FTE	1342	1455	1454	1418	1376	1428
Men	45%	44%	43%	42%	43%	45%
Women	55%	56%	57%	58%	57%	55%
African-American	4%	4.4%	3.2%	3.0%	3.4%	3.3%
Total Minority	13%	14.8%	13.1	14.1	15.2%	11.5%
International	2%	3%	4%	4%	5.1%	4.2%

Freshman

Top 10%	43%	42%	48%	53%	28.7%	46%
Top 25%	77%	76%	77%	81%	80.3%	74%
SAT Average	1240	1231	1251	1275	1243	1204
ACT Average	28.1	27.8	29.0	29.4	29.2	28.7
GPA	3.7	3.75	3.8	3.9	3.94	3.94

Student Origins Fall Term 2012

	1st time in any College	Other	Total	Percent
Arkansas	198	8	638	44.6%
Other States	220	10	725	50.6%
Total U.S.	418	18	1363	95.2%
International	18	1	69	4.8%
Total	436	19	1432	100%

International Students	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total	60	71	57	63	71	69
Non-resident aliens	31	45	60	63	71	52
Resident aliens	7	9	4	3	4	--
Exchange students	20	17	21	16	15	19

Faculty, Fall 2012

105 full-time faculty; 46 part-time; 126 FTE

4 faculty librarians

85% of full-time teaching faculty hold doctorates

100% of full-time teaching faculty have appropriate advanced degrees

63% of faculty are tenured

New Students	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Freshmen	437	415	404	377	369	435
Transfers	14	9	18	17	13	19
Applications	1420	1572	1616	1597	1656	2001
Acceptances	1339	1278	1288	1261	1374	1582

2014-2015 Academic Calendar

Fall 2014

Degrees conferred on summer graduates.....	August 8
Council on Academic Policy, 4:15 p.m.	August 12
Fall Faculty Conference	August 18
New students arrive	August 19
New Student Orientation.....	August 19-24
All other student return.....	August 24
Confirmation and schedule change day	August 25
First day of classes.....	August 26
Council on Academic Policy	August 28
Labor Day (no classes)	September 1
Deadline to add a class	September 5
Council on Academic Policy	September 11
Faculty Meeting	September 17
Council on Academic Policy	September 25
Deadline to change to or from “Credit Only”	September 26
Deadline to drop a class with no grade	September 26
Council on Academic Policy	October 9
Interim reports due at noon	October 14
Fall Break.....	October 16-17
Faculty Meeting	October 22
Curriculum Deadline for Area Approval.....	October 23
Board of Trustees Meeting	October 24
Internally funded sabbatical requests due.....	November 1
Deadline to drop a class with a “W” grade	November 7
Faculty Meeting	November 19
Council on Academic Policy	November 20
Thanksgiving Break.....	November 26-28
Last day of classes	December 8
Reading Day	December 9
Final Exams.....	December 10-12
Final Exams.....	December 15-17
Winter Break	December 18-January 18

Spring 2015

Grades for all students due to Registrar by 9:00 a.m.	January 5
Degrees conferred on fall graduates	January 9
Residence halls open 9:00 a.m.	January 18
Martin Luther King birthday	January 19
Confirmation and schedule change day	January 20
First day of classes	January 21
Council on Academic Policy	January 22
Faculty Meeting	January 28
Deadline to add a class	January 30
Council on Academic Policy	February 12
Faculty Meeting	February 18
Deadline to change to or from “Credit Only”	February 20
Deadline to drop a class with no grade	February 20
Board of Trustees Meeting	February 20
Council on Academic Policy	February 26
Interim Reports due	March 12
Council on Academic Policy	March 12
Faculty Meeting	March 18
Spring Break	March 23-27
Council on Academic Policy	April 2
Deadline to drop a class with a “W” grade.....	April 3
Faculty Meeting	April 15
Council on Academic Policy	April 16
Student names for Honors Day due.....	April 17
Tangible awards for Honors Day due	April 23
Honors Day.....	April 30
Board of Trustees Meeting.....	May 8
Last day of classes	May 4
Reading Day	May 5
Mandatory Senior Meeting, 3:00 p.m., Staples Auditorium	May 5
Final exams.....	May 6-8
Final Exams.....	May 11-13
Grades for Seniors due to Registrar by 2:00 p.m.....	May 14
Baccalaureate, 6 p.m., Staples Auditorium.....	May 15
Commencement, 9 a.m., WAC.....	May 16
Grades for all other students due to Registrar by 9:00 a.m.....	May 18
Assessment forms due.....	May 31

D. Faculty Duties and Responsibilities

The responsibilities and expectations of Hendrix faculty arise from a shared commitment to the liberal arts enterprise and the breadth and depth implied in that enterprise. Given individual differences in professional interests, abilities, and talents, the details of each faculty member's contribution to this enterprise will vary. While the College celebrates this diversity, it is also true that there is a core of shared expectations concerning faculty roles and responsibilities to which we all ascribe. The academic quality and climate of the College are in large measure dependent on our collective allegiance to these central expectations and responsibilities. Further, as equity is crucial to community morale and stability, faculty and the College at large must be willing to respond to individuals whose work as faculty members varies significantly beyond the range of our shared expectations.

Our responsibilities and expectations as Hendrix faculty members fall into three dimensions: student development, professional development, and community development. Although we recognize their interdependence, we can define our general expectations in each dimension.

Student Development

Teaching

The teaching and learning process lies at the center of the Hendrix College mission. Teaching is the primary responsibility of faculty members at Hendrix College. We expect one another to prepare diligently for classes; to conduct those classes with enthusiasm and skill; to post and keep regular office hours and encourage our students to consult with us outside of class; to be ready to supervise their independent studies, research projects, and internships; to advise and mentor students; and to serve as examples of persons committed to the pursuit and sharing of knowledge.

Faculty Teaching Loads

The standard teaching load for a full-time faculty member under the semester calendar is the equivalent of six courses per academic year. Teaching schedules are proposed by departments and programs and approved by the Committee on Faculty. A faculty member's teaching load typically includes both lower and upper level courses and may be a mix of regularly scheduled courses, music ensembles, studio instruction, laboratories, theatre productions, research supervision, or coaching. Below is a chart of teaching load equivalencies for faculty members with load assignments besides regularly scheduled courses.

Independent studies, while common, are undertaken at the discretion of the instructor. They are not part of a normal teaching load and faculty members do not receive a stipend for independent studies.

Having endorsed the important role which experiential learning plays in a Hendrix education, the faculty is committed to providing opportunities for experiential learning within or beyond the traditional classroom setting.

Credit for team-taught courses is determined on a case-by-case basis by the Provost in consultation with the Committee on Faculty. Teaching loads may be reduced to permit faculty to assume significant administrative responsibilities or for other compelling reasons; on rare occasions, program or student needs may cause faculty members to assume a heavier course load. Typically, first-year tenure-track faculty members receive a one-course reduction in their teaching responsibilities.

Teaching Load Equivalences

<i>Assignment</i>	<i>Course Equivalency</i>
Activity Course	1/3 course
Intercollegiate Athletics Team Coach.....	2 courses
Laboratory Section	1/2 course
Music Ensemble	
Major with 4 hrs/week rehearsals	1 course
Music Ensembles	
Combined Minor 4 hrs/weeks rehearsals	1 course
Music Studio Instruction or Accompaniment	
6 hours/week	1 course
Regular Course.....	1 course
Science Research Supervision	
(publication/grant writing requirement)	1 1/2 course
Theatrical Production-Design	1 course
Theatrical Production-Direction	1 course
Dance Ensemble Production-Direction	1 course

Admission of Students to Classes

Students must register in advance for all work for which they expect to receive credit. Course registration lists are available on Campus Web. At the end of the first week of classes, any student attending a class who is not on the roster, or any student on the roster who is not attending the class, should be reported to the Registrar.

Conduct of Classes

Conducting class is the immediate and direct responsibility of the instructor. Other course responsibilities include the selection of textbooks and other teaching materials, the drafting and provision of a syllabus to students, the explanation to students of procedures and requirements for credit in the course, and the evaluation of student learning in the course. For advice about meeting these responsibilities instructors can seek the guidance of the department chair, Area Chair, or Provost.

Faculty members are expected to meet classes on time and to continue the class for the time designated. They and their students should vacate the classroom promptly at the end of the period, out of consideration for those who must use the room next. Faculty should inform the department chair or Area Chair of canceled classes. Planned absences of the instructor that would entail canceling more than two consecutive meetings of any class should have advance

approval of the department chair or Area Chair. In case of illness or other emergency, the department chair or relevant secretary should be notified as soon as possible, so that arrangements can be made for notifying the members of the class.

Faculty should consider the following guidelines for scheduling extra or extended class meetings. These guidelines do not pertain to one-on-one or small group meetings scheduled with individual students since those meetings are flexibly scheduled to accommodate students' other commitments.

- Professors will not schedule extra or extended required sessions to accomplish standard course activities such as lecture, discussion, presentation, and tests. Such activities are supposed to be designed to fit within the time allocated to the course.
- Missed class meetings for conference attendance, weather closures, instructor illness, etc. can be made up by take-home assignments, not sessions scheduled outside of the time allocated to the course.
- Sometimes special opportunities or engaged learning activities will require meeting at a time other than the regularly scheduled class time. Ideally, the following guidelines will be observed in such cases:
 - Extra required meetings will be kept to a minimum and will only be used for activities or opportunities not able to fit in the normally scheduled time for the class. They should be an exception rather than a rule.
 - Extra required meetings will be announced at least two weeks in advance.
 - Accommodations (e.g., alternative assignments or activities) will be available to students unable to attend the extra required sessions.
 - When appropriate, professors will offset the time expenditure entailed by an extra class meeting—for instance, by cancelling a regularly scheduled class session or reducing the homework assigned for a particular day.

Class Attendance

Faculty members should make clear to each class at the beginning of the term their specific requirements for class attendance. If repeated absences are impairing the academic effectiveness of any student, the professor should make this problem known to the student and contact the student's advisor. If after such counsel attendance does not improve, the faculty member should report the matter to the Associate Provost for Advising and Retention.

Students should regularly attend all classes for which they are enrolled. Absences typically are excused for *observance of religious holidays*, documented cases of illness or emergency, sanctioned school functions, or other appropriate exigent circumstances. Students must notify instructors of their circumstances in a timely manner.

A course instructor can drop from the roster any student who fails to attend the following number of class meetings before the deadline to add a course:

- Two classes in a course meeting on a twice weekly schedule
- Three classes in a course meeting three or more times per week.

At their professional discretion, course instructors may, by notifying the Registrar prior to the deadline for withdrawing from a course, remove from their courses any student whose unexcused absences over any three week period reach or exceed 50%. Instructors are not obliged to notify the student prior to taking this action. A student removed from a course under these circumstances is notified by the Office of the Registrar through the student's Hendrix e-mail account. A student may appeal this action by contacting the Registrar within three business days of the drop notice date. The Registrar forwards the appeal to the Academic Appeals Committee for review and action.

Inclement Weather Policy.

As a result of inclement weather, the College may alter its regular operations as follows:

- **Late opening/closing.** Offices will operate at hours other than normal; classes will be held only within the announced time period for office operation.
- **Campus closed.** Only essential administrative and staff personnel will be on campus. Offices will be closed and classes will be cancelled.

Examinations and Grading

The final examination schedule is developed by the Registrar and by the Council on Academic Policy, is approved by the faculty, and is published in the *Catalog*. Examinations must be held at the scheduled times. Exceptions for individual students may be made at the discretion of the professor. However, requests by faculty members to change the time of final examinations must be approved by the Council on Academic Policy.

The final exam schedule was designed to ensure that no student has more than two final exams on any given day. If professors administer final exams during the last week of classes, it is possible for a student to have more than two finals on a single day. Professors are therefore discouraged from giving comprehensive tests during the last week of classes.

Reading Day is reserved for students' final exam preparation. No required course meetings will be held on Reading Day. Reading Day may be used for individual student capstone experience presentations or defenses; however individual students should not be asked to participate in any such meetings other than their own. No extra required class meetings will be scheduled during the final exam period beyond the time allocated to the course in the final exam schedule.

Course assignments should not be made or due during fall or spring breaks, or on Reading Day.

Faculty members should follow the policies outlined in the *Catalog* when assigning grades. These policies describe the allowed grades of **A, B, C, D, F, CR, NC, NR, I, and W** as well as how these grades are interpreted on the transcript and in the computation of grade point averages. Grades of **CR, NC, NR, I, and W** can be assigned only in particular circumstances

and when the appropriate policies and deadlines as outlined in the catalog have been followed. Questions should be directed to the Registrar.

If a student is doing poorly, or if there is a marked decline in the quality of work, a professor should report this problem to the student's advisor, who confers with the student and report to the faculty member. Persistent problems should be reported to the Associate Provost for Advising and Retention.

Student Privacy

Hendrix College recognizes that its students have a right to privacy, a right which has been guaranteed them by federal law since the passage of the Family Educational Rights and Privacy Act ("The Buckley Amendment") in 1974. The school's basic policies concerning privacy are documented in the *Catalog*.

Hendrix faculty members are expected to respect the privacy of their students. As the *AAUP Redbook* states, "Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential." (9th Edition, 2001. p. 262). Student grades and general academic performance and abilities should be regarded as confidential as well. However, information about a student's class attendance, academic performance, grades, and prospects can be shared with officials of the College who have a legitimate educational interest in such knowledge, without the student's express consent. This group would include the student's advisor, his or her other teachers, counselors or coaches or supervisors of other extracurricular activities the student may be engaged in, and personnel from the Office of Academic Affairs, including the Registrar, Associate Provost for Advising and Retention, and the Coordinator of Academic Support Services.

Response to parental inquiries depends on whether or not the student is still legally dependent. That is, it depends on whether or not the student is listed as a dependent on the parent's federal tax return. If so, then the parent has a legal right to know how the student is faring in classes. If not, the student must give authorization before the faculty member can discuss his or her academic performance. Typically, around 90% of Hendrix students sign the form declaring that they are still dependents. Faculty members should learn which if any of their students and advisees are independent, in case they are asked by parents about a student's academic performance.

Student Evaluation of Teaching and Courses

The process of student evaluation of teaching aims to stimulate faculty reflection about teaching and to encourage peer cooperation in the enhancement of teaching. Student evaluation forms are useful in three distinct ways.

1. They can help improve teaching methods by understanding what is working and what is not, thus improving student learning.
2. They can aid personnel decisions made by administrators and committees (e.g., promotion, merit increases, tenure).
3. They give students a voice concerning their education.

These three goals should be explicitly understood when designing forms. Different questions may be appropriate for each of these goals.

All faculty members with teaching responsibilities at Hendrix College conduct student evaluations of all regular courses. Student evaluations conducted by full-time teaching faculty become part of the ongoing evaluation of these faculty members as described in Chapter E. Student evaluations conducted by adjunct teaching faculty become part of the department chair's review of the adjunct teaching faculty. For purposes of evaluation of teaching, staff who teach departmental courses but do not hold faculty status are to be considered as adjuncts and evaluated accordingly by the chairs of their respective departments. They do not undergo periodic reviews according to the schedule specified for full-time faculty. Additionally, the department chair should ensure that all full-time and part-time faculty conduct a mid-semester check for all courses in the first semester of teaching.

Each faculty member may design his or her own evaluation forms in consultation with the department chair. Alternatively, the Office of Academic Affairs or the department chair can supply a variety of evaluation forms for the faculty member to choose from. All forms should solicit student perspectives on the following topics:

- **Pedagogical style or teaching methods:** Students should be asked to evaluate whether the faculty member is consistently prepared for class and uses class time effectively, whether teaching methods are appropriate to the course, and whether the subject is clearly presented. Student views should also be solicited on the question of whether the faculty member stimulates discussion in class. Also in this area is the question of whether the assigned texts contributed to the learning process and whether other assignments, such as auxiliary readings and class projects, were effective instructional tools. Every evaluation form should solicit student views on the question of whether the faculty member demonstrates a clear understanding of the subject content of the course.
- **Content or substance of the course:** Every evaluation form should solicit student views on the course. Students should be asked to assess the subject of the course in relation to their education at Hendrix and in relation to their progress in a liberal arts experience. Students should be asked to comment on whether what they learned in the course contributed to their intellectual, personal and professional growth. Students should be asked whether they acquired new skills or enhanced previous knowledge as a result of the course and the professor.
- **Sensitivity to the needs and interests of the students:** Every evaluation form should offer students the opportunity to comment whether the faculty member motivates students to learn and is receptive to student questions and ideas. Also involved is the question whether the faculty member is perceived as approachable by students.
- **Appropriateness and clarity of expectations:** In this area students should be asked whether the instructor tests and grades fairly and is prompt in returning exams and other class work. Opinion should also be solicited on the degree to which the faculty member criticizes and comments informatively on class work and publishes and keeps sufficient office hours. Clarity of course objectives and clear explanations of grading procedures should be inquired about, as should the amount of work required and the number of evaluations (exams, papers, or projects).
- **Class projects and papers:** Student views should be solicited as to whether instructions were adequate for the choice of subject, format, and length; whether time, library, and other resources were adequate for completing the project; and whether grading was consistent with the instructions given. Students should have the opportunity to comment on whether or not projects contributed to their understanding of the course material.
- **Laboratory course evaluation:** For laboratory courses student evaluations should include questions to determine whether laboratory exercises were pertinent to the course, clearly explained, adequately demonstrated, clearly and consistently graded, appropriate to the assigned time, adequately equipped, and assisted by helpful laboratory assistants.

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- **Overall effectiveness:** Students should be asked one question that evaluates the course and professor as a whole, considering both the limitations and possibilities of the subject matter and the course. This question should not be used to compare professors across disciplines or even within departments.

Academic Integrity

Hendrix College is committed to high standards of honesty and fairness in academic pursuits. Such standards are central to the process of intellectual inquiry, the development of character, and the preservation of the integrity of the community.

Hendrix College cultivates an active interest in the liberal arts and intellectual inquiry where students take responsibility for their own actions. In keeping with this mission, the faculty and students of Hendrix College have adopted a set of standards and procedures designed to

- help create a supportive and fair learning environment
- guarantee the integrity and value of each student's work
- demonstrate the student body's commitment to serious academic pursuits
- foster a capacity for ethical decision-making
- involve students and faculty mutually in the academic judicial process
- specify the procedures to be followed for incidents of academic dishonesty help create a supportive and fair learning environment
- cultivate an on-going dialogue about academic values within the Hendrix Community.

In pursuit of these goals, Hendrix students have agreed to adhere to the following principles:

- All students have an equal right to their opinions and to receive constructive criticism.
- Students should positively engage the course material and encourage their classmates to do the same.
- No students should gain an unfair advantage or violate their peers' commitment to honest work and genuine effort. It follows that any work that a student submits for class will be that student's own work. The amount of cooperation undertaken with other students, the consistency and accuracy of work, and the test-taking procedure should adhere to those guidelines that the instructor provides.
- Members of the Hendrix community value and uphold academic integrity because we recognize that scholarly pursuits are aimed at increasing the shared body of knowledge and that the full disclosure of sources is the most effective way to ensure accountability to both ourselves and our colleagues.

Violations of these standards of academic integrity may take one of the following forms:

- a. Plagiarism, which involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper or project (or any portion of such) prepared by another person;

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- b. cheating on examinations, laboratory reports, exercises, or projects that are to be done by individual students; giving or receiving answers and/or materials pertinent to any academic work without permission of the instructor;
 - c. stealing, manipulating, or interfering with any academic work of another student;
 - d. collusion with other students on work that is to be completed by an individual student;
 - e. lying to or deceiving faculty; or
 - f. violating particular standards as determined and explicitly outlined by individual faculty members on a course by course basis. These particular standards should be clearly indicated on the syllabus for each course.

Instances of academic dishonesty are handled in a two-track system that distinguishes between minor and major violations. The distinction between minor and major violations is made by the instructor of record except in the case of repeat offenders. Repeat offences are treated as major violations. Otherwise, the distinction between minor and major violation is subjective and is intended to differentiate between cases of ignorance, such as poor citation, and cases of deliberate dishonesty. Sanctions for minor violations are determined by the faculty member in agreement with the student being charged and in consideration of established guidelines. Records of minor violations are submitted to the Committee on Academic Integrity for inclusion in a database to track repeat offenders. In addition, these records may be divulged to Hendrix faculty and staff requesting information relevant to awards and honors. Records of single or minor violations shall not be divulged to outside parties such as employers and graduate schools. The Committee on Academic Integrity shall handle all major violations and repeat violations.

Composition of the Committee: The committee consists of six members of the Student Association and five faculty members. The Student Senate nominates and selects student members in the same manner as the College Judicial Council. The College's Committee on Committees will nominate the faculty members. The Committee on Committees also identifies one of the faculty members to serve as committee chair.

A minimum of five members of the Committee on Academic Integrity including at least two faculty and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

The Chair is responsible for the following: convening the Committee whenever a report has been filed; serving as the official, corresponding liaison between the Committee and the concerned parties; being the contact person for all questions concerning the process and procedure of the Committee; and transmitting all Committee decisions to the concerned parties through an Official Letter of Decision.

Committee Process: All alleged violations of academic standards must be reported to the Committee on Academic Integrity. Report of a violation can be filed in one of three ways:

- a. If the violation is determined to be minor a student and a faculty member may agree to sanctions and are only required to report the violation to the Chair of Committee on Academic Integrity. The Chair could then accept the report and file it without committee involvement, unless further action was warranted by inconsistencies of sanctions or by previous violations.

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- b. If the violation is determined to be major a faculty or staff member may file a report with the Chair of the Committee that results in a formal hearing.
 - c. A student may either inform the instructor of record, who files a report with the Chair of the Committee, or file a report directly with the Chair of the Committee. In either case the Chair shall establish appropriate deliberations and sanctions with respect to the severity of the violation in consultation with the instructor of record and the Committee.

All reports must be made in writing, and if a major violation is determined the Committee shall convene within two weeks of that report, provided this conforms to the academic calendar. If the academic calendar does not allow such convention, the case will be revisited during the first two weeks of the next academic session. Whoever files the alleged violation report to the Committee must attend the hearing. At this meeting, all statements and evidence will be presented. All parties have the right to introduce evidence or witnesses. A student facing academic integrity allegations must continue through the hearing process even if the student has withdrawn from the class in which the alleged violations took place.

A simple majority may postpone a decision if certain evidence deemed crucial to the case has not been presented. A decision may be postponed only twice, and on each occasion the Committee must reconvene within a week, provided this conforms to the academic calendar.

In order to protect the confidentiality of students, all Committee deliberations are held in confidence, as are all decisions and potential sanctions. Furthermore, at the beginning of each academic year, every member of the Committee must sign a Confidentiality Statement to protect the privacy of deliberations.

The Committee is to use the sentiments expressed within this document to render a decision on each particular case. The Committee has two options in rendering a decision:

- a. In violation
- b. Not in violation

A student is in violation of the standards of academic integrity only when a majority of the hearing committee concurs that a violation has occurred. If the Committee finds a student to be in violation of the standards of academic integrity, it also hands down a particular sanction in direct consultation with the instructor of record. The Committee must strongly consider the recommended sanction from the instructor of record. A majority of the hearing committee must agree upon specific sanctions. If a student is not found to be in violation of the standards of academic integrity, no further action will be taken.

The Committee shall retain all records of major and repeat violations for a period of six years, after which the records are purged. During the six year period that records of major and repeat violations are retained inquiring parties (e.g., employers or graduate schools) who *directly ask* whether or not a student has violations of academic integrity will be informed that a major or repeat violation exists (although the details of the violation will not be released).

Appropriate sanctions may include one or more of the following:

- a. allowing the student to resubmit the assignment with the understanding that a predetermined number of penalty points will be deducted from the student's total score;

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- b. giving the student a “O” on the assignment in question;
 - c. giving the student an F for the course;
 - d. a major or repeat violation may result in placing the student on academic integrity probation. This means that if a student is later found guilty of another academic integrity violation, the sanction will automatically consist of suspension or expulsion (with such a recommendation, the Provost of the College is the consulting officer).
 - e. in severe cases, placing the student on suspension and/or expulsion (with such a recommendation, the Provost of the College is the consulting officer).

Students are still subject to these sanctions if they have withdrawn from a class in which an academic integrity violation took place. When a decision has been reached, it is transmitted to the involved parties through an Official Letter of Decision from the Chair of the Committee. Included in this Letter is the decision of the Committee and the prescribed sanction, if the student is found to be in violation of the standards of academic integrity. Copies of this letter are also sent to the faculty advisor, the instructor of record, the Registrar’s Office, the Provost of the College, the Vice President for Student Affairs, and the Associate Provost for Advising and Retention. Also, if the student is listed with the Registrar’s Office as being financially dependent, the Committee will send a copy of the letter to those whom the student is dependent upon.

Appeals: All academic integrity-related decisions are subject to appeal. Intent to appeal must be filed in writing with the Office of Academic Affairs no later than one week after the Committee’s decision. The Provost will decide if there are sufficient grounds for appeal, and, if such grounds are found, the Provost will forward the case to the Committee on Academic Appeals, whose decision is final. The Appeals process should be completed within four weeks of filing, exclusive of breaks in the academic year.

Copyrighted Materials

It is the intent of Hendrix College that all members of the College community adhere to the provisions of the United States Copyright Law. Faculty members who wish to reproduce, alter, or perform works that are protected by copyright should consult Appendix 3 for details of the College’s Copyright Policy.

Advising

Academic advising of students is considered to be an essential component of sound teaching. Good advising requires an understanding of the curriculum and support services, familiarity with appropriate graduate programs, and reasonable availability for consultation. Academic advisors are responsible for providing their advisees with appropriate accurate academic information, guidance, and referrals within the broader contexts of their individual educational, career, and life goals. Advisors are expected to play an active role in working with advisees to facilitate the processes of adjustment, learning, and intellectual and personal development requisite to successful college-level work and professional and personal fulfillment.

Academic advising at Hendrix, including advisor development programming and advisor and faculty follow-up systems for working with students experiencing academic difficulty, is coordinated through the office of the Director of Integrated Advising. Questions and inquiries

regarding academic advising may be directed to that office. All academic advisors at Hendrix are full-time faculty members at the College. Though advising loads vary, in accordance with the National Academic Advising Association (NACADA) guidelines they rarely exceed 25 students per faculty member.

New faculty members are not assigned advisees during their first year at Hendrix. After this time, though, they are expected to advise students majoring in their disciplines. Periodically, they are appointed to the Council of New Student Advisors (CNSA) and assigned first-year student advisees as well. Each year, about 32 Hendrix faculty members are appointed to this Council by the Committee on Faculty based on recommendations of the Director of Integrated Advising. CNSA members are assigned 8-12 new student advisees and advise these students until they shift to an advisor of their choice in the department of their chosen major. This transition to a major advisor generally occurs sometime during the second year of academic study.

Advisors and their advisees work together each spring to structure an appropriate course schedule for the upcoming year, based on each advisee's short and long-term academic objectives as well as his or her career interests and goals. Additionally, in keeping with NACADA best-practice guidelines, CNSA members follow a formal contact schedule with new student advisees (2-3 contacts per semester) with additional contacts, as warranted, throughout the academic year. Major advisors see their advisees formally for registration and course scheduling needs, and both formally and informally for ongoing discussions and mentoring relative to academic and career planning and related concerns and interests.

In addition to ongoing discussions concerning academic planning and scheduling, career goals, and academic progress, advisors should be ready to assist advisees to grapple with a variety of academic opportunities, problems and decisions. These include such matters as these:

- taking fewer or more than the standard four courses in a given semester;
- dropping a course in progress;
- receiving an Interim Report in a course;
- changing their schedule of courses for the year in any way;
- Odyssey projects and credits;
- selecting and declaring a major or minor;
- changing a major or minor;
- transfer credit procedures;
- going on leave or withdrawing from the College;
- study abroad opportunities;
- internship opportunities and career discovery;
- making use of the Center for Employment and Graduate School;
- making use of Academic Success opportunities;
- making use of other Campus resources, as appropriate (Financial Aid, Business Office, Registrar's Office, or Counseling Services).

Advising should not be limited to assuring that a student is enrolled in appropriate courses each semester, however important that is. Intellectual curiosity, critical analysis, self-reliance, and self-examination should be encouraged. Since college is the first real venture into

independence for many students, the advisor must foster that spirit, while diplomatically guiding the student to an appropriate major and helping to avoid unnecessary problems.

To assist students and advisors in understanding the academic programs and policies of the College—including appropriate sequencing of courses in each major—and to promote each student’s initiative and autonomy in directing his or her own academic program and progress, Hendrix publishes the *Hendrix Guide to Academic Planning* each year. The *Guide* contains both general academic guidelines and requirements of the College and specific recommendations written by departmental and program faculty to facilitate effective academic planning. The *Odyssey Program Guide* contains information about the Odyssey Program and Odyssey credit.

Mentoring

Faculty may find opportunities to mentor individual students. In sustained and focused work with one student or a small group of students, faculty members model professional practices and encourage students to develop their own skills and projects beyond the parameters of a particular course. In addition, in their work with individual students and small groups, faculty often exemplify the kinds of attitudes and values that are at the heart of liberal arts education. In so doing, they teach by example, thus extending the aims of the College. This “teaching by example” is central to mentoring, which can be oriented toward professional skills, or life skills, or both.

Although mentoring clearly incorporates aspects of both teaching and advising, sometimes mentoring is done separately from these activities as they are formally recognized. Students mentored may or may not be a faculty member's advisees and may or may not be enrolled in a faculty member's course. Mentoring substantially contributes both to individual student development and to the atmosphere of individualized attention promoted at Hendrix.

Mentoring activities include (but are not limited to) the following:

- involving students in research or other professional activities;
- supervising student experiential learning projects;
- involving students in activities related to the ACS consortium;
- directing student research outside regular coursework, leading to publication and public presentation at NCUR or other venues;
- engaging in conversations about the professional expectations and practices in the faculty member's discipline or related fields;
- helping students with proposals for grants and other honors; and
- working with students on graduate school applications or other post-graduation plans.

Professional Development

Professional development is essential to our growth as professionals and as educators. Our professional activities should reflect our joy in our chosen disciplines, inform our work with students, and ensure that the learning environment itself continues to grow. Faculty are encouraged to work with their department and area chairs to develop an appropriate plan for

ongoing professional development. Given the importance of professional development to our effectiveness, we may reasonably expect some combination of the following activities of ourselves and of our colleagues throughout our time at the College:

- participating in standard professional activities on a consistent basis, such as:
 - attending regional, national, or international professional meetings and symposia;
 - developing professional networks and visibility in appropriate professional and disciplinary circles; including office holders in professional organizations
 - participating in outreach activities designed to offer professional expertise beyond the campus (speaking engagements, reviewing, board memberships, educational outreach programs, sports camps, the judging of activities);
- pursuing personal professional growth and productivity, especially in activities that enrich intellectual vitality and inform teaching. Examples of such activities would include these:
 - scholarly writing and paper or poster presentations at regional, national or international disciplinary meetings;
 - artistic creation and performance or visual art exhibitions;
 - intensive study and expansion into new disciplinary areas as evidenced by involvement with areas outside one's discipline;
 - curriculum development
 - pedagogical development;
 - enhancement of capabilities in employing technology to support student, professional or community development; and
 - participation in workshops or seminars as related to pedagogy.

These shared expectations are undertaken to assure our continued growth, the betterment of our institution, and the affirmation that teaching and learning are central to our missions here.

Professional Activities

Dissemination of the professional works of the faculty is important to the public and communal understanding of who we are and what we do. Understandably, many faculty are reticent about publicizing their successes, but administrators need the information for recruiting, evaluation, development of sponsored programs, and promoting the College effectively to external constituencies. Faculty members are requested to report proposals, performances, shows, exhibitions, papers, grants, invited talks, and publications to the Office of Academic Affairs. Annually, faculty members should also provide the Office with an updated curriculum vitae.

Faculty members are requested to report any publication to their department chair, Area Chair, and the Provost. Copies of faculty publications should be made available for the faculty collection in the library.

Community Development

The rich educational atmosphere of Hendrix College is created by bringing together students and teacher-scholars as fellow community members. The faculty serves a vital role in nurturing this environment by creating, supporting, and administering learning opportunities beyond as well as in the academic arena.

We rejoice at all we have to offer on campus and aim to sustain this tradition with the continued participation of the faculty. In the interest of fairness and balance in our private as well as professional lives, we expect all faculty members to participate in a combination of these activities, to reasonable and equitable levels.

Contribution to Collegiate Governance

It is part of the responsibility of each faculty member to participate in collegiate governance. These expectations include the following:

Faculty Meetings

The faculty usually meets once each month when the College is in session. Occasionally, additional faculty meetings are held on call. All members of the voting faculty are expected to attend these meetings and the meetings preceding the opening of the fall semester. Faculty should inform the Provost if they expect to be absent.

Departmental and Area Meetings

Faculty members are expected to attend all regularly scheduled meetings of their departments and areas, and to take an active part in the work of these groups.

Committee Assignments

Committee assignments are a normal part of the duties of the faculty members. Committee members may be elected out of their areas, elected by the faculty-at-large as recommended by the Committee on Committees, or appointed by the Provost or President depending upon the nature of the assignment. The standing committee structure and election procedures can be found in Committee Descriptions and General Principles under Section C: Organization and Governance of the College in this *Handbook*. The present committee assignments can be found in Section C.

Convocations and Formal Academic Events

Periodically, convocations and special academic events are scheduled at which the faculty processes in full academic regalia. Such events, including conferral of honorary degrees, Honors Convocation, Commencement, and professorship installations, are integral to the aims and programs of the College. Faculty members, appropriately attired, are expected to take part in these formal academic occasions. Information about acquiring academic regalia can be obtained in the Office of Academic Affairs.

Support of Campus Growth and the Campus Community

The faculty is necessarily the core for the success of the educational mission of the institution. Therefore, many campus groups want, and need, the assistance of the faculty to

further their missions. While these are not the primary responsibility of the faculty, the faculty understands that our roles are significantly eased by the work of others. These activities could include, but are not limited to the following opportunities.

Supervision of student activities

The faculty supervises student publications, intercollegiate athletics, music, dramatic and literary clubs, social organizations, and other student affairs (See Section 16 of the Bylaws in Appendix 1).

Student recruitment and College advancement

Faculty members play an essential role in student recruitment and college development by meeting with prospective students, attending receptions for prospective students and their parents, or assisting the Office of Advancement in cultivating development opportunities in their respective fields. All faculty members are expected to contribute to these endeavors at reasonable and equitable levels.

Attendance at other campus events

The College sponsors plays, concerts, sporting events, invited speakers, and other campus events. Faculty members are encouraged to attend these events, which enrich the community and recognize the work of others as valuable.

Planning of campus events

Faculty are encouraged to plan and participate in enrichment opportunities for the campus community as appropriate. Such opportunities may include (but are not limited to) performances, exhibitions, guest lectures, public readings, and discussion groups.

Enrichment of the Community Beyond Hendrix College

The College encourages faculty to take on responsibilities within the broader community. It recognizes that belonging to professional organizations, serving on boards and committees of service organizations, and volunteering time and effort to schools, church groups, civic clubs, and other worthwhile causes can enhance personal growth, develop further respect for the institution, and contribute to the well-being of others in the world. These activities should be seen as an extension of, rather than a substitution for, the faculty member's on-campus responsibilities.

E. Faculty Evaluation System

Introduction

When students are asked what they love most about Hendrix, they choose the faculty; when the same question is posed to faculty, they choose the Hendrix students. This complementarity is not surprising at Hendrix. The academic community is at the core of our mission, and that community is built upon the mutual love of informed learning that faculty and students share.

Hendrix is an intentional community in this respect. Because Hendrix is committed to building and maintaining this sort of community, invitations to join the Hendrix faculty are extended with great care. As a highly interactive community, we value colleagues who are both deeply committed to their own disciplines and who exhibit an inquisitive nature that engages them with areas of learning throughout the College. We are especially interested in faculty who share these broad-based interests with others and who manifest in their own behavior the pursuit of liberal education. Thus, as a community of teachers/scholars, we are eager to recruit those who share our mission in totality. Hendrix faculty contribute to the community in unique ways—often as outgrowths of personal interests—but all share a love of knowledge, a dedication to teaching students, and a concern for and willingness to guide our students throughout their college years and beyond.

Because Hendrix goes through a highly selective process in recruiting faculty, those who join our community should already understand and presumably share the values which define the College. Accordingly, the goals of our faculty evaluation system are designed to be developmental in nature, rather than punitive. The College has a strong investment in the success of those who have been so carefully selected. Consequently, the evaluation process has a very strong nurturing component, together with more traditional criteria for measuring academic progress.

We hope to meet the following objectives through this evaluation process:

- To assess a faculty member's overall development.
- To provide the necessary support and guidance to help faculty achieve their full potential at the College.
- To ensure, through the tenure and post-tenure review processes, that the Hendrix faculty continues to consist of individuals who hold the attributes discussed above.

Criteria for Evaluation

While the evaluation process considers a variety of criteria in appraising the success of faculty, these criteria are not weighted equally.

Excellence in student development is clearly our first concern, as the communication of ideas among faculty and students is at the heart of our mission. The classroom is typically the focus of this criterion.

Hendrix realizes that student development occurs in other contexts as well. Odyssey projects, undergraduate research projects, internships, and directed readings are all instances when teaching and learning occur. In addition, both in the formalized student advising process

and through mentoring discussed in the preceding *Faculty Duties and Responsibilities* section, crucial student development activities are carried out. Beyond this, informal conversations throughout the campus, over coffee, and even on the playing fields produce important instances of student development brought about by the activity of Hendrix faculty.

In addition to excellence in student development, Hendrix focuses on aspects of professional development. We expect our teachers to be both engaged with and knowledgeable about their disciplines. Accordingly, the evaluation process looks for evidence of professional development in areas of scholarly activities, research where appropriate, involvement with professional organizations, and participation in disciplinary meetings.

Development of the collegiate community is the other major component of the evaluation process. Criteria for evaluation in community development include factors such as contributions to the work of the faculty as gauged by the quality of performance on committees, and participation in the life of the College outside the classroom. This participation may be represented in diverse ways, which may include advising clubs or student organizations, participating in faculty forums, attending community sporting events, accompanying students to research conferences, listening to musical groups, and contributing to admissions-related activities. Clearly what we seek are faculty who believe in and work to strengthen and support our liberal arts community.

Weighting of Criteria

The major criteria for faculty evaluation at Hendrix College are as follows: (a) excellence in student development, (b) professional development in the form of work appropriate to the faculty member's disciplinary area, and (c) a record of service to the development of the college community and possibly beyond. In addition, some faculty members have specific research obligations that must be met and factored into the evaluation process.

The exact weight of each of the criteria mentioned above is not quantifiable as their importance may vary based on the duties of the individual faculty member and the particular stage of his or her career at Hendrix. Ideally, new probationary members, in consultation with their department chairs and area chairs, develop a workable plan for professional development. In addition, tenured faculty also have an opportunity during the evaluation process, undertaken every three years for associate professors and every five years for full professors, to assess their career paths and chart a course for their future professional development. In addition, all faculty, both tenured and probationary, are expected to engage in multiple forms of service to the College as described in the preceding section.

Although all tenured faculty are expected to demonstrate excellence in teaching, engage in some form of professional development, and compile a record of community development, individuals may choose to concentrate the bulk of their efforts beyond student development either in the area of professional development or in the area of community development. Thus, depending on their talents and inclinations, some tenured faculty may elect to emphasize service to the College or wider community and focus the majority of their efforts beyond student development in these areas. Others, however, may decide to emphasize various forms of creative or scholarly activity. Accordingly, while all faculty at Hendrix will map out a workable plan for professional development and community development, individual patterns of faculty activity may vary to some extent, provided that these patterns mesh with the expectations of one's department and the College as whole. Nevertheless, although community and professional

development are certainly deemed important, the preeminent position of student development relative to professional and community development is clearly the defining feature of the faculty evaluation system at the College.

In summary, Hendrix values teaching excellence above all. Dedication, effectiveness, and professional growth in teaching and its related activities constitute the central axis around which the diverse professional, scholarly, and service activities of Hendrix faculty revolve. Regardless of the faculty member's duties and commitments, excellence in teaching is the one absolute requirement for tenure and promotion.

Criteria for Evaluation and Means of Assessment

Student Development

Teaching

Excellence in teaching includes the following key features:

- sufficient planning, organization, and preparation;
- mastery of, and enthusiasm for, one's subject matter;
- a willingness to provide students with regular feedback and encouragement
- stimulation of student interest in the subject;
- the capacity to foster both students' critical thinking skills and their ability to learn independently;
- a commitment to remaining current in pedagogy and discipline-specific knowledge;
- the creation of an environment conducive to learning, one that includes concern and respect for students as individuals and members of a learning community. A faculty member will be approachable and available to students both in and out of the classroom;
- finally, a modeling of the lifelong learning that we hope to inspire in our students.

Assessment of Teaching

The following items will be provided as a means of assessing excellence in teaching:

- evaluative summaries of classroom visits by chairs and, if relevant, other colleagues;
- course evaluations by students including at least the most recent section of each course taught since the last evaluation. If the number of distinct courses to be evaluated exceeds 7, then the faculty member and Area Chair confer and select a representative sample of 7 course evaluations;
- course syllabi for evaluated courses;
- sample copies of examinations or other assignments used in evaluated courses
- where applicable, summaries of independent studies and experiential learning projects.

In addition, candidates may submit letters written by on- or off-campus peers that address the candidates' intellectual ability, the quality of their syllabi and other course materials, and their pedagogical skills.

Advising

As emphasized in the previous section on *Faculty Duties and Responsibilities*, academic advising of students is a natural and important extension of the teaching role of Hendrix faculty. Effective academic advising exerts a powerful positive influence on student learning and development. Given its import within the broader academic aims of the College, excellence in academic advising is an important component of the faculty evaluation process at Hendrix.

Academic advising is viewed as a cooperative educational working relationship between advisor and advisee, grounded in mutual respect and the common goal of student growth and success—in its fullest sense—at Hendrix. The advisor/advisee relationship respects the autonomy and intellect of the advisee, yet sees advisors as a central academic resource and mentor for their advisees. As such, advisors are expected to provide advisees with appropriate academic information and guidance and to play a positive, supportive, proactive role in facilitating the processes of adjustment, learning, and intellectual and personal development requisite to successful college-level work.

All faculty members are expected to advise students, beginning as early as their second year at Hendrix. Faculty advising is done on an individualized basis, usually face-to-face, but also via e-mail, campus mail, and telephone. All faculty members participate, as requested, on the Council of New Student Advisors (CNSA). In addition, faculty members are expected to assume a relatively equal share of major advisees in their departments.

Assessment of Advising

The means of evaluation of excellence and effectiveness in academic advising include the following:

- colleague and department chair evaluations of advising effectiveness, as appropriate;
- participation in advisor development activities, appropriate to experience and ongoing development of effectiveness;
- student evaluations of faculty advisor effectiveness.

The process, including the creation of evaluation forms used for the purpose of evaluating advising, is designed by the Director of Integrated Advising and reviewed by the Committee on Faculty. Students have the opportunity each year to evaluate their advisors and the advising process. The inclusion of copies of advising student evaluations in the faculty members' evaluation dossier for the year preceding the evaluation is required.

Mentoring

As noted in the preceding *Faculty Duties and Responsibilities* section, faculty may find opportunities to mentor individual students. Indeed, some of the most important faculty/student relationships that produce vital development of students occur outside of the

formalized academic advising process. Faculty often forge bonds with non-advisee students who are departmental majors or who have their departmental homes elsewhere on campus. Sometimes these mentoring relationships are extensions of academic work; sometimes they extend from the faculty and student's engagement in formal community development activities; sometimes they result from more haphazard interactions that often occur in a relatively small community. Whatever their origins, mentoring relationships are appreciated by both faculty and students and are an important part of student development at Hendrix.

Assessment of Mentoring

If distinctive mentoring relationships have developed during the time since the last evaluation, the means of evaluation of excellence in mentoring may include the following:

- Overviews of the nature, scope, and number of such mentoring relationships since the faculty members last evaluation, presented in his/her written materials.
- At the discretion of the faculty member, student letters overviewing the nature and extent of the mentoring relationships and the manner that the interactions have contributed to the students' ongoing development.
- Colleague and department chair letters recognizing the faculty member's outreach to students through informal mentoring.

Professional Development

Professional development can take many forms, and Hendrix celebrates the diverse ways in which faculty can enrich their scholarly lives. Below is an alphabetical list detailing common forms of professional development. Typically, faculty will participate in several of these activities, ensuring that at least some of their professional development activities extend beyond the immediate Hendrix community through engagement with their disciplines, the larger academic profession, or other external venues. The list is meant to be representative, not exhaustive.

- artistic performances appropriate to one's discipline (such as recitals or plays);
- attendance at regional or national, or international disciplinary meetings;
- continued intellectual growth as evidenced by involvement with areas outside one's discipline;
- curriculum development;
- enhancement of capabilities in employing technology to support student, professional, or community development;
- exhibitions of visual art;
- involvement as an office holder in professional organizations;
- paper or poster presentations at regional or national or international disciplinary meetings;
- participation in symposia at regional or national or international disciplinary meetings;
- participation in workshops or seminars devoted to the enhancement of pedagogy;

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- research that leads to the publication of books, articles in professional journals, or chapters in edited volumes;
 - service as a judge or reviewer in one's discipline (such as peer review of scholarly articles, or judging musical competitions).

Faculty are encouraged to work with their department and area chairs to develop an appropriate plan for ongoing professional development.

Assessment of Professional Development

Professional development can be assessed in the following ways:

- Faculty members can chart their progress in professional development in their own letters of self-evaluation. Ideally, one's letter both outlines a future course for professional development and assesses the progress one has made since the last evaluation. Consequently, this letter constitutes a very important component of the evaluation process.
- All faculty will obviously submit an updated *curriculum vitae* reflecting recent activity. Faculty members can highlight specific accomplishments in the letter of self-evaluation.
- Faculty members may wish to include in their dossier samples of scholarly writing either published or submitted, and readers' reports. They might also submit copies of posters or talks presented at professional meetings.
- Similarly, faculty who have presented artistic performances or held exhibitions of their art might choose to present appropriate documentation of their work. Alternatively, department chairs and area chairs will be encouraged to attend such performances or exhibitions whenever possible.
- Faculty who have applied for external grants may include their external grant application(s) and reviewers' responses, even for grants not funded.
- Off-campus peers who are familiar with a faculty member's professional activity could be asked to write letters assessing his or her professional contributions.
- Letters from peers within the institution could also address a faculty member's professional accomplishments. Such letters might well be written by peers outside one's discipline if the faculty member wishes to document intellectual growth that has moved beyond disciplinary boundaries.

Community Development

When one becomes part of a community like the faculty, students, and staff at Hendrix, a typical component involves the genuine desire to be part of the process that makes and maintains that community. "Service," then, is a natural outgrowth of campus life. Moreover, the community to which service is rendered may be on campus or more widely conceived, extending into the local community, state, nation, or world.

Hendrix seeks faculty who aspire to model the College's motto "Unto the whole person." Clearly what we seek are faculty who believe in and work to strengthen and support our liberal

arts community. This participation may be represented in diverse ways. Accordingly, Hendrix faculty typically seek to do many of the following:

- Contribute to the collective work of the faculty by engagement through committees and active participation at faculty meetings;
- Serving as needed as department, program and area chairs;
- Help to oversee and direct the work of student organizations;
- Support the life of the College through planning, participating in, and attending campus events and activities.

In addition, involvement in the community beyond Hendrix is recognized as “role modeling” service. It is seen as supplementing, though not supplanting, the commitment to remain engaged in the on-campus community. Thus, many faculty become involved in service beyond Hendrix, and such service is recognized in the evaluation process.

Assessment of Community Development

- Both the more and less visible forms of community engagement will be chronicled in the faculty member’s self-evaluation letter. This is the primary source of information about the faculty member’s contribution to the Hendrix community and, if the faculty member so wishes, to the community beyond the College.
- The Department Chair’s letter as part of the evaluation process will also evaluate the faculty member’s commitment to the community through his or her work.
- Colleagues with whom the faculty member has had close working relationships on community-enhancing endeavors may be invited by the faculty member to write evaluations of his or her service in a peer letter to be included in the evaluation materials.

Schedule of Evaluations

Faculty with special appointments for fixed terms of one year or less do not undergo formal evaluations. However, it is the responsibility of the department chair to monitor and assess the performance of all such faculty in his or her department. In particular, the department chair will review student evaluations with adjunct faculty, and in addition, will review the mid-semester check with all full-time and part-time faculty in the first semester of teaching.

All probationary faculty and faculty with fixed-term appointments of more than two years will be evaluated during their second, fourth, and sixth years at the College. Accordingly, probationary faculty with no prior credit toward tenure are evaluated three times prior to the tenure decision in the sixth year of appointment.

Library faculty and full-time faculty holding ongoing special appointments as instructors are evaluated every two years through their sixth year, after which time they are evaluated on a three year cycle. Administrative staff members who also hold ongoing special appointments as faculty are evaluated according to the schedule appropriate to their rank and may be promoted but not tenured, unless other arrangements are made at the time of hire. If these faculty teach at least half-time, they may stand for promotion according to the same schedule as full-time

instructional faculty. If they teach less than a half-time schedule, they are considered for promotion after a period not to exceed ten years for each rank.

In some cases, probationary faculty with teaching experience may be granted credit toward tenure. Depending on the number of years of credit toward tenure that the faculty member brings when joining the faculty, the faculty member undergoes either two or three formal evaluations before being granted tenure. No member of the faculty undergoes more than three formal evaluations during the probationary period.

Examples:	<i>Years of credit for previous teaching</i>	<i>Years for formal evaluation</i>
	1	2nd, 5th
	2	2nd, 4th
	3	2nd, 3rd

Associate professors are evaluated on a three-year cycle, with the expectation that they stand for promotion to full professor in the second three-year evaluation with the promotion to take effect the following year. Faculty are considered for promotion only during their regularly scheduled evaluations. Exceptions in unusual cases can be requested from the Committee on Faculty through the appropriate Area Chair.

Full professors are evaluated on a five-year cycle.

Evaluation Dossier and Schedule of Events

The primary purpose of the evaluation is to assist faculty members in their professional development. It is also the key instrument for all decisions related to tenure, promotion, and other forms of recognition. The process of self-evaluation is a continuing process carried out by the faculty member in consultation with his or her department chair, Area Chair, and the Provost, through periodic visitation and informal consultation. Faculty members are encouraged to meet with their Area Chair or the Provost to discuss informally the evaluation procedures.

Each faculty member to be evaluated prepares an evaluation notebook containing the following items:

- self-evaluation letter from faculty member;
- current *curriculum vitae* for the faculty member;
- syllabi and sample copies of examinations or other assignments for those courses;
- evidence supporting excellence in teaching, professional development, and service, possibly including letters from faculty and peer colleagues;
- all course evaluations by students including at least the most recent section of each course taught since the last evaluation; (If the number of distinct courses to be evaluated exceeds 7, then the faculty member and Area Chair confer and select a representative sample of 7 course evaluations.);
- academic advising evaluations for the year preceding the year of evaluation;
- student letters (optional).

The department and area chairs will make classroom visits. These visits may be unannounced, although chairs often discuss appropriate dates to visit in advance. The faculty member is encouraged to invite any other colleagues writing evaluative letters to visit his or her classroom unannounced.

The letter written by the faculty member being evaluated is meant to be a letter of self-reflection. The faculty member will outline his or her major achievements and address the criteria for evaluation. She or he will also state goals for the future and address how the goals are to be achieved.

The faculty member to be evaluated receives a letter from the Provost informing him or her about the evaluation process shortly after the commencement of the academic year. The evaluation notebook is delivered to the Area Chair by the date specified in the letter from the Provost. The notebook is protected by reasonable security measures, and kept in the department chair's or area chair's office. It is returned to the faculty member after completion of the evaluation process. A copy of primary documents (current *curriculum vitae* and letters from the faculty member, department chair, and Area Chair) is retained in the Provost's office.

The department chair studies the documents provided and prepares an evaluation letter by the date determined by the Area Chair. The department chair will consult with other members of the department before writing the letter. The letter will be delivered to the Area Chair with a copy sent to the faculty member at least one week prior to the conference.

Following the review of evaluation materials by the Area Chair, a conference is scheduled to include the faculty member, department chair and Area Chair. The conference will focus on five topics:

- the accumulated analyses of the faculty member's strengths and weaknesses;
- the faculty member's response to these analyses;
- clarification and codification of the responsibilities required by the position which the faculty member holds, from the points of view of the Area Chair, Department Chair, and faculty member;
- the relationship between faculty member and the long range plans of the institution, with particular attention to issues of curriculum and enrollment, for the department as well as for the college as a whole;
- the examination of specific proposals a) to enable the faculty member to enhance his or her strengths and to minimize weaknesses, b) to enable the faculty member to better fulfill the responsibilities of her or his position, and c) to enable the faculty member to better fulfill the shifting responsibilities of his or her position according to any developmental changes envisioned for the department or area.

Following the conference, the Area Chair prepares a letter based on the material provided by the faculty member, the department letter, classroom visits, evaluation conference, and other pertinent evidence. The Area Chair letter and the Department Chair letter becomes a part of the official evaluation notebook. A copy of the Area Chair letter is provided to the faculty member at least two weeks prior to consideration by the Committee on Faculty. The faculty member may choose to respond in writing to the departmental letter, evaluation conference, and/or Area Chair letter.

At the end of the evaluation process, then, the following documents are included in the faculty member's folder:

- faculty member's letter;
- current *curriculum vitae*;
- supporting materials;

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- departmental Chair letter;
 - area Chair letter;
 - written response by faculty member (optional).

Copies of the primary documents (all those listed above except the student evaluations and supporting materials) are forwarded to the Provost and the Committee on Faculty for consideration.

For evaluations not involving tenure and/or promotion, the Provost, at the conclusion of the evaluation by the Committee on Faculty, will write a letter to the faculty member reflecting the decisions of the Committee on Faculty. Unless otherwise specified, the Area Chair letter serves as the summative letter for the evaluation process. A conference with the Provost may be arranged after the Committee on Faculty has evaluated the faculty member. If the faculty member so requests, a hearing before the Committee on Faculty is held. Any written materials generated during the conference or hearing is made available to the faculty member under evaluation.

For evaluations involving tenure and/or promotion decisions, the Committee on Faculty's recommendations will be sent to the President by the Provost, who will indicate concurrence or dissent, and forwarded by the President, with her or his recommendations, to the Executive Committee of the Board of Trustees for final action. That process is outlined below.

Policy on Formal Evaluation for Tenure [Operating Procedure]

Section 19 of the *By-laws* (Appendix 1) states that a recommendation to grant a faculty member an appointment with continuous tenure must be based on a formal evaluation process. The Operating Procedure on Faculty Appointments sets forth some of the policies relating to tenure decisions; the policy statement here relates to the formal evaluation process.

At the time the President recommends any person for promotion and/or tenure, the Executive Committee of the Board of Trustees will have the following available to it:

- a formal document stating that a committee of the faculty has reviewed and evaluated the person's work and record and recommends the person be granted tenure and/or promotion;
- a formal motion by the President recommending the granting of tenure and/or promotion to the individual;
- evidence that the individual has undergone at least one formal evaluation while at Hendrix and that the individual has made or plans to make any changes identified as needed by that formal evaluation. The formal evaluation must consider the institutional needs as well as the individual's plans;
- a summary of the individual's record demonstrating positive evidence that the person has fulfilled all criteria for tenure and/or promotion, and for tenure warrants a continuing contract;
- a summary of the tenure statistics for the College, including a projection of possible or likely tenure decisions in at least the following two years; and,

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- a list of all those not being recommended for tenure and/or promotion, although they are eligible, the recommendations by the Committee on Faculty and by the Provost, and evidence that grievance procedures are available to those listed.

After the Executive Committee of the Board of Trustees confirms promotion and/or tenure for a faculty member, the President will notify the faculty member in writing. After the Executive Committee confirms that a faculty member will not receive tenure and/or promotion, the President will notify the faculty member in writing and refer the faculty member to the grievance policy in Section F of this Handbook.

F. Faculty Personnel Policies and Procedures

The Faculty

As stated in Section 16 of the Bylaws (see Appendix 1), the faculty consists of the President, Provost and Dean of the College, Vice Presidents, and all officers of instruction above and including the rank of instructor. The professional librarians are considered officers of instruction; thus they are faculty of Hendrix College with voting privileges. Other staff and adjunct faculty are invited to take part in faculty meetings but cannot vote. The faculty meets upon the call of the President or Provost, makes rules governing its own procedures, and constitutes such committees as may be required.

Faculty Ranks [Operating Procedure]

There are four faculty ranks at Hendrix College: Instructor, Assistant Professor, Associate Professor, and Professor. The College normally distinguishes among its faculty according to rank and type of appointment in the following manner:

Instructor—doctoral or highest terminal degree in field of appointment lacking. When a faculty member lacking a degree completes the necessary degree, he or she is usually raised to the rank of Assistant Professor. Any such agreement appears in the initial letter of appointment. The rank of instructor is used in a different sense in some special appointments such as the Murphy Writer-in-Residence, senior fellows, and post-doctoral fellows with teaching assignments who have not been informed differently in the initial letter of appointment. This usage is unusual and saved for special situations or externally-funded short-term position.

Assistant Professor—earned doctorate or highest terminal degree in field of appointment with normally fewer than six years of recognized full-time service at this level at any academic institution of higher education.

Associate Professor—earned doctorate or highest terminal degree in field of appointment with normally at least six years of recognized full-time service at appropriate levels at any academic institution of higher education.

Professor—earned doctorate or highest terminal degree in field of appointment, with normally six years of service as an Associate Professor. Promotion to Professor is one of the highest honors that Hendrix can bestow upon its faculty.

Distinguished Professorships—A small number of the College's faculty hold distinguished professorships. This distinction recognizes exemplary achievement as a teacher/scholar as well as sustained and noteworthy service to higher education, including Hendrix College.

Establishment. Distinguished professorships shall be established only by the Executive Committee of the Board of Trustees. The minimum donation necessary to establish a distinguished professorship shall be set by the Board of Trustees. Existing distinguished professorships are described in Appendix 4.

The President, after becoming aware of the possibility of the establishment of a new distinguished professorship and proposed criteria, informs the Committee on Faculty. The Committee discusses the professorship and proposed criteria before making appropriate recommendations to the President.

After the President is satisfied with the proposed contractual arrangements, the President submits the proposal to the Executive Committee of the Board of Trustees for its approval.

Distinguished professorships may be limited to an academic discipline or area although efforts are made to minimize such limitations.

Appointment of Distinguished Professors. After consulting with the Faculty, the Committee on Faculty nominates to the President an appropriate faculty member. Qualifications such as teaching ability, scholarly research or production, character, and commitment to the ideals of the College shall be considered by the Committee on Faculty in making its recommendations. Eligibility is limited to full-time tenured faculty who are teaching at least one-half of a full load at the time of installation. Distinguished Professors who subsequently accept administrative appointments that reduce their teaching loads below this limit are not required to relinquish their Professorships. If the President approves the nomination, the appointment is made only with the consent of the designated faculty member.

Faculty appointed to distinguished professorships receive a significant increase in their base salary, beginning August 1 of the year following being named to the professorship. In addition, they also have access to a professional development fund, with the understanding that they are not eligible to apply for additional funding through the faculty grants process. They are, however, eligible to hold Odyssey Professorships and receive additional funding from that source.

The professional development fund is available starting at the beginning of the fiscal year following the faculty member's being named to the professorship. By September 1 of each year, the Distinguished Professor submits a brief annual report to the Committee on Faculty accounting for expenditures from their professional development fund for the previous year and a plan for the expenditure of the available professional development funds for the coming year. Except in unusual circumstances, and with the Provost's approval, unspent funds from one year may not carry over to the next year. In any case, such carryover is subject to a two-year limit. See Appendix 6 for Business Office guidelines for grants.

Holders of Distinguished Professorships continue to be formally evaluated according to the regular five-year rotation.

Other Provisions. Appropriate plaques are displayed with the title of the distinguished professorship and the individual plates naming the occupants and the years of occupancy. In formal academic procession, distinguished professors shall be ranked before the regular faculty.

Hendrix Odyssey Professorships—Hendrix Odyssey Professorships have been established to encourage and support faculty members who demonstrate a passion for the value of engaged learning in the liberal arts. This program provides financial resources for selected faculty members to develop academic courses and engaged learning experiences that further enrich the experience of Hendrix students. This program also provides resources for faculty members to continue their own professional development in ways that complement their work with students.

Hendrix Odyssey Professors are named by the President of the College on recommendation of the Provost and the Committee on Faculty, in consultation with the Associate Provost for Engaged Learning and the director of the Odyssey Program. All full-time tenured and tenure-track members of the Hendrix faculty are eligible to apply. Faculty members who wish to be considered for an Odyssey Professorship submit proposals for periods of one to three years, with the possibility of extending their grants for as much as two additional years. Proposals should outline activities to be funded by the professorship and the benefits of those activities to Hendrix students and to the professional development of the faculty member. Budgets should be developed with the understanding that Odyssey professors will not be eligible to apply for additional funding through faculty project grants. Successful Odyssey Professorship

applicants should expect that for the duration of their professorship, funding for faculty travel grants and Odyssey projects will be restricted to those activities that are not related to the activities involved in the proposed professorship projects. Existing Odyssey professors are described in Appendix 4.

Recipients are selected based on the strength of their proposals and the potential for expanding engaged learning opportunities for Hendrix students in one or more of the Hendrix Odyssey Program project categories and for the quality of the faculty member's planned program of professional development during the grant period. Proposals must clearly articulate the anticipated outcomes that the recipient expects to achieve through the support of the award. Recipients are required to submit an annual report detailing their progress toward their anticipated outcomes to the Committee on Faculty and to meet periodically as a group with the Associate Provost of Engaged Learning to report on the progress of their project; to discuss ways to enhance the Odyssey Program, including the Odyssey Professorships; to consider ways in which they can serve as role models in their dedication to pursuing their interests beyond the traditional classroom setting and mentoring students seeking to do the same; and to create mechanisms that allow them to work together as models and mentors to other faculty, and to serve as resources for students planning Odyssey projects.

Faculty members may include in their proposals course development and individual professional development opportunities that are relevant to developing engaged learning experiences within their discipline and to their ongoing research. Faculty members are encouraged to develop courses or other engaged learning experiences for students and faculty that may include travel to professional conferences, international or cross-cultural travel and study experiences, artistic endeavors, or special projects that ultimately stimulate additional student participation in the Hendrix Odyssey Program. Proposals that involve more than one faculty member are welcome. See Appendix 7 for Business Office guidelines for grants.

Emeritus or Emerita—retired from full time teaching at Hendrix College and may, on occasion, teach one or more courses under a special appointment.

Faculty Appointments

Terms of Appointment [Operating Procedure]

The terms and conditions of every appointment to the faculty shall be stated in writing, and a copy of the appointment document is given to the faculty member. Any modifications of an appointment and any special understandings are also stated in writing, and a copy is promptly given to the faculty member. Each faculty member will be informed in writing by May 15 whether or not the appointment will be continued for the next academic year. Adjustments reflecting promotions, stipends, etc., will be communicated at the same time and will take effect August 1. Salary adjustments will be determined at the October Board of Trustees meeting, will be communicated by November 15, and will take effect January 1.

There are three kinds of faculty appointments at Hendrix College: special appointments, probationary appointments, and appointments with continuous tenure.

Types of Faculty Appointments [Operating Procedure]

Special Appointments

Special appointments are of two kinds: ongoing and fixed term.

Ongoing special appointments are for full-time faculty who lack the terminal degree but whose appointments are of indefinite duration, or for administrative staff members whose positions entail regular teaching responsibilities and carries faculty rank, whether or not they have the terminal degree. They are evaluated as faculty according to the schedule appropriate to their rank, but their positions are not tenurable.

Special appointments for fixed terms are of limited duration or until the accomplishment of a specified objective, ordinarily to temporarily replace a regular faculty member. Special appointments for fixed term, including adjunct and visiting full-time faculty appointments, are neither probationary nor with continuous tenure. The appointee clearly understands the appointment terminates automatically and without further notice upon expiration of the fixed term.

Fixed term special appointments are normally limited to three years of full-time services. In extraordinary circumstances, such appointments may be extended annually for a total not to exceed six years.

If a special appointment is followed by a probationary appointment, the probationary appointment is normally regarded as having commenced at the time the special appointment commenced, unless other arrangements are negotiated at the time the nature of the appointment is changed.

Full-time special appointments lasting longer than two years are evaluated according to the same schedule as probationary appointments. Persons given special appointments may use College facilities and may participate in formal academic occasions such as convocations and commencement. While the voting privileges for the faculty meetings are specified at the beginning of this section under the definition of the faculty, all special appointment faculty are encouraged to attend faculty meetings.

Probationary Appointments

A probationary appointment is for one year, or other such stated period, subject to renewal. The total period of full time service prior to the acquisition of continuous tenure will not exceed seven years, including credit for up to, but no more than, 3 years of prior full-time service at other institutions of higher education. The normal probationary period for a faculty member with no previous experience is six years, with time spent as a full-time instructor credited towards the probationary period. The credit for previous service is stated in the initial letter of appointment.

Where a new appointee has previously served another institution for more than three years, it may be agreed in writing that the total period of the probationary appointment at Hendrix College may be as long as four years, even though the appointee's total probationary period in the academic profession is thereby extended beyond the normal seven years. Scholarly leaves of absence may count toward full-time service if both the individual and the College agree so, in writing, prior to the absence.

Non-renewal of Probationary Appointments (at the end of the appointment period)

When a decision not to renew a probationary appointment has been reached, the faculty member involved is informed of that decision, in writing by the President or the President's delegate, according to the following schedule:

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- not later than March 1 of the first academic year of service if the appointment expires at the end of that academic year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination;
 - not later than December 15 of the second academic year of service if the appointment expires at the end of that academic year; or, if a one-year appointment terminates during an academic year, at least six months in advance of its termination;
 - at least twelve months before the expiration of an appointment after two or more years of service at the College.

The faculty member may request a reconsideration through the Faculty Grievance Procedure.

Appointments with Continuous Tenure

It is recognized by the Board of Trustees, the College administration, and the Faculty that the purpose of academic tenure is to engender freedom of teaching and research and of extramural activities, and also a sufficient degree of economic security to make faculty membership at Hendrix College attractive to men and women of ability.

When a faculty member is granted tenure, he or she is notified in writing. Upon receiving a tenure appointment, a faculty member shall have permanent and continuous tenure, which is defined as meaning that employment shall not be terminated or academic rank reduced except for adequate cause as described in the subsequent section “Termination of Appointment by the College.”

Instructors and Assistant Professors are granted tenure only in exceptional circumstances.

Appointments to administrative positions are without tenure. A member of the faculty with tenure who also holds an administrative position may be removed from the administrative position, but not from his or her faculty position, without reference to the principles of academic tenure.

Grievance and Termination Policies

Hendrix College is a supportive academic community; however, despite everyone’s best efforts there are occasions when serious problems arise that cannot be resolved through informal discussions or the usual committee structure. Grievance procedures encompass a broad range of informal to formal actions and are initiated by a faculty member. In contrast, termination of a faculty member is initiated by the College Administration only after all other appropriate avenues have been exhausted. Guidelines for both policies appear below and are written to be consistent with the policies recommended by the American Association of University Professors (AAUP) and with historical practices at Hendrix College. Appendix 5 has a flow chart overview of these policies.

Termination of Appointment by the Faculty Member [Operating Procedure]

A faculty member with a special appointment, with probationary appointment, or with continuous tenure may terminate his or her appointment effective at the end of an academic year, provided that the faculty member gives notice in writing at the earliest possible opportunity, but not later than May 15. The faculty member may request a waiver of this requirement of notice in case of a hardship or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity.

Grievance Procedure

The following policy is the formal procedure for faculty members with grievances against the College, the administration, or other faculty members. Faculty grievances are handled by the Committee on Academic and Professional Concerns (APC), which has as one of its major responsibilities the identification and consideration of matters of professional concern. These areas of faculty concern include matters relating to promotion and tenure, teaching loads, academic freedom, salaries, and incidents of unfair or discriminatory practices.

In all cases, except those involving issues of academic freedom or discrimination (with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation), the procedure described includes three stages: Contact Phase, Study Phase, and Recommendation.

In those cases involving issues of academic freedom or discrimination (with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation), the faculty member may request that the formal hearing procedures as described in the section on termination replace the usual three-stage process.

Contact Phase

The concerned faculty member contacts one or more members of APC. The faculty member, along with an advisor/advocate from the Hendrix community if desired, and these committee members meet informally and confidentially to discuss the problem. After discussion, the faculty member can withdraw the concern or prepare a written statement to the entire committee. A written statement of the grievance should be provided to all parties.

Study Phase

Upon receipt of a written statement of a concern, APC provides the opportunity for recusal and replacement of committee members who may be biased in the concern. Recusal of a committee member may be requested by the faculty member or at a committee member's own initiative. Replacements are made according to the last APC election, or if necessary, by a lottery among eligible voting faculty members.

The committee considers the statement and involves other parties as necessary. Final consideration is made in closed session without the faculty member and any other parties.

Recommendation

Any recommendations generated by APC are presented to all involved parties. If unsatisfied with the recommendation proposed at this stage, any party may appeal in writing to the Provost, or the President if the Provost is named in the grievance.

Termination of Appointment by the College [Operating Procedure]

The following policy is the formal procedure for termination of a faculty member by the College. This termination policy covers the termination of faculty with special or probationary appointments before the end of the appointment period as well as the termination of tenured faculty. This policy does not apply to the non-renewal of faculty with special or probationary appointments at the end of the appointment period. These issues are covered by the policies in earlier sections.

Adequate Cause

Termination will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens. Termination in the two cases covered by the termination policy as described above must be for adequate cause. Adequate cause includes financial exigency, discontinuance of a department or program, medical reasons, or dismissal for cause. In all cases, the faculty member has the right to an adjudicative hearing by the Committee for Academic and Professional Concerns (APC).

In cases involving financial exigency, the faculty member will be given notice and severance salary in accordance with College policy. The College will exert its best efforts to place such faculty members in other suitable internal positions. The terminated faculty member's position will not be filled by a replacement within a period of three years unless the terminated faculty member has been offered reappointment and a reasonable time within which to accept or decline the reappointment.

In cases involving termination because of discontinuance of a department or program for reasons other than financial exigency, the decision to discontinue the department or program will be based essentially upon educational considerations as determined by the faculty. The College will exert its best efforts to place such faculty members in other suitable internal positions and to offer reasonable training for such positions. If no such positions are available, the faculty member will be given notice and severance salary in accordance with College policy.

In cases involving disability, termination must be based on medical evidence that the faculty member, even with reasonable accommodation, is no longer able to perform the essential duties of the position. This conclusion is usually the result of conversations between the administration and the faculty member or the faculty member's representative.

Dismissal for cause must be related, directly and substantially, to the fitness of faculty members in their professional capacities and the faculty member's performance. Incompetence, neglect of duty, and misconduct involving moral turpitude are examples of grounds for dismissal for cause but are not the only grounds which would support dismissal for cause.

Intent to Terminate Process [Operating Procedure]

When a serious problem arises that involves adequate cause, and cannot be resolved through discussion with the involved parties, the Committee on Faculty (COF) meets to study the situation. The result of the study may be a recommendation to the President that the faculty member be terminated. If a recommendation to terminate is accepted by the President, then the President notifies the faculty member of the intent to terminate and provides the faculty member with a statement of charges, framed with reasonable particularity.

The faculty member may ask for a formal hearing by the Academic and Professional Concerns Committee (APC) to appeal the decision to pursue termination. The request for the appeal must be made within 30 days of the receipt of the intent to terminate letter from the President. APC will conduct the appeals hearing according to the rules described in the following section on the Hearing Process.

Pending the final report of APC, the faculty member will be suspended or assigned to other duties only if immediate harm to the faculty member or others is threatened by continuance.

Hearing Process for Termination Appeals [Operating Procedure]

Once the faculty member requests an appeal, APC will provide the opportunity for recusal and replacement of committee members who may be biased in the case. Recusal of a committee member may be requested by either party or at a committee member's own initiative. Replacements are made according to the last APC election, or if necessary, by a lottery among eligible voting faculty members.

APC may, with the consent of all concerned, hold pre-hearing meetings with all concerned in order to simplify the issues, effect stipulation of facts, provide for the exchange of documentary or other information, and achieve such other objectives as will make the hearing fair, effective, and expeditious. Service of notice of the hearing, with specific charges, in writing will be made at least 20 days prior to the hearing.

The following rules will govern the hearing:

- APC, in consultation with all concerned, will exercise its judgment as to whether the hearing should be public or private.
- during the proceedings the faculty member can have an advisor present.
- A verbatim record of the hearing will be taken and made available to all concerned upon request.
- The burden of proof that adequate cause exists rests with the College and will be satisfied only by sufficient evidence in the record as a whole.
- APC will grant adjournments to enable investigation of evidence as to which any party makes a valid claim of surprise.
- The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with APC in securing witnesses and making available documentary and other evidence.

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- The faculty member and administration will have the right to confront and cross-examine all witnesses but APC has no authority to compel the presence of witnesses.
 - In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from the College or other institutions.
 - APC will not be bound by strict rules of legal evidence and may admit any evidence that is relevant.
 - Findings of fact and the decision will be based solely on the hearing record.
 - All parties will be notified in writing of the results of the hearing and any decisions made by APC.

APC can deny the appeal, support the appeal, or support the appeal with the recommendation of some academic penalty less than termination.

Final Review of Hearing Recommendation [Operating Procedure]

If termination or other severe sanction is recommended by APC, the faculty member may communicate to the President a request for a final review by the Board of Trustees. If such a review is requested, the President will transmit the record of the case to the Trustees for review. Otherwise, the President will officially notify the faculty member of the termination.

If APC concludes that adequate cause for termination has not been established, the President may reject APC's findings. In this situation the President will state the reasons for rejecting the report, in writing, and provide an opportunity for response from all parties before transmitting the record of the case to the Board of Trustees for final review.

Final review by the Board of Trustees will be based on the record of the hearing, and it will provide opportunity for argument, oral or written or both, by any party involved in the hearing. The decision of APC will either be sustained or returned to the committee with specific objections. APC will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of Trustees will make a final decision only after study of the reconsideration by APC.

Salary and Notification Schedule after Termination [Operating Procedure]

Once a termination decision has been made and the faculty member has been notified of the termination, the faculty member will receive salary until dismissal according to the schedule that follows. The time until dismissal covered by this schedule is referred to as the termination period.

- If the termination decision is reached at least three months prior to the end of the first year of service, the termination period will be three months.
- If the termination decision is reached after nine months but prior to eighteen months of service, the termination period will be six months.
- In all other cases, the termination period will be one year.

In cases in which a faculty member is dismissed for misconduct involving moral turpitude, termination shall be immediate, and no salary will be paid beyond the termination date.

Sanctions other than Termination [Operating Procedure]

Any severe sanction such as suspension from service for a stated period will be handled in the same way as a termination. Any minor sanction such as a reprimand will be handled through the grievance policy described in the previous section.

Faculty Appointments and Family Relationships

Hendrix College does not believe that proscription of the opportunity of members of an immediate family to serve as colleagues is a sound method of avoiding the problems associated with nepotism. The College intends to set reasonable restrictions on an individual's capacity to function as judge or advocate in situations involving members of his or her immediate family. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, tenure, promotion, salary, or leave of absence) to members of their immediate families. When such cases arise, then the faculty member involved shall recuse himself or herself from such discussions. The Committee on Faculty appoints an appropriate replacement for the recused if necessary.

Allocation of Faculty Positions

It is the policy of the College that any faculty openings become part of a pool of openings, which are then assigned to various departments of the College on the basis of need. Department chairs may suggest in writing the definition of new faculty positions or possible allocations of open faculty positions to the Provost. Such suggestions, with supporting documentation, become a part of the Committee on Faculty's continuing file on new positions. Annually the Committee on Faculty presents a formal recommendation to the President for the assignment of the next year's faculty openings.

It is the responsibility of the President, upon the advice of the Committee on Faculty, to recommend the assignment of faculty openings to the Board of Trustees. This recommendation is usually discussed by the Executive Committee of the Board of Trustees, in conjunction with budget discussions and with the advice of the chief fiscal officer of the College. It is the responsibility of the Committee on Faculty and the Department chair to communicate the expectations for the position clearly to each new hire; to continue to monitor each new, reassigned, or reaffirmed faculty position to determine whether the expectations are being met; to consult with the faculty member in a timely manner in order to develop a strategy for addressing any perceived deficiencies; and if necessary, to recommend that the position be redefined, reallocated, or eliminated.

Faculty Search Procedure Committee

The Provost, in consultation with the department chair and the Committee on Faculty, identifies an Ad Hoc Search Committee. For tenure-track searches, the group usually includes the area chair, the department chair, continuing full-time department faculty members, a faculty member from the same area but not from the department, a faculty member from outside the area, and two students. In large departments, the chair in consultation with the department may

limit the number of departmental faculty serving on the committee, but care should be taken to ensure appropriate representation with regard to rank as well as gender and ethnicity. The department chair usually leads the search committee. All search candidate files, communications, and committee proceedings are confidential.

For non-tenure-track searches, the composition with regard to the Area Chair, departmental faculty, and students is the same, but faculty outside the department are not required.

Criteria

The department, in consultation with the Area Chair and the Provost, determines the specifics of education and specialization criteria appropriate for the position. The criteria for the position should be prioritized and be as inclusive as possible.

Advertisement

In consultation with the Provost, the department chair writes a brief advertisement of the position. The advertisement should include the following: the department and the academic level of the position; the date at which evaluation of candidates begins; the name of the person to whom to send applications, vitae, and letters of recommendation; and the fact that Hendrix is an Equal Opportunity Employer and encourages the development of a diverse academic community. Model advertisements appear in the appendix.

In consultation with the Provost, the department chair selects appropriate print and electronic placement of the advertisement and determines the timing of the placement. The department chair also coordinates any other communication of the position through the networking of professional colleagues. Advertisement placement costs are paid through the Office of Academic Affairs.

Candidate Review and Selection

On or after the stated date for the evaluation of candidates to begin, the chair of the Search Committee convenes the Committee to discuss the method of reviewing and rating of applicants. Depending on the timing of the search and the number of candidates, the Search Committee review may include one or more of the following ways to move toward a list of finalists to be brought to campus for interviews:

- preliminary sorting of candidate dossiers by department members;
- initial interviews of selected candidates at professional meetings attended by some members of the search committee;
- telephone or e-mail contacts by the Chair of the Search Committee to answer specific questions about individual candidates;
- telephone interviews of semi-finalists by a subcommittee of the search committee.

In most cases, two or sometimes three finalists are selected for campus interviews. The Search Committee coordinates and oversees on-campus interviews. The interview schedule is modeled on the typical schedule that appears in Appendix 6 Forms. The President, or the President's designee, meets each candidate during the on-campus interview.

After the campus interviews the Search Committee, by formal action, recommends a candidate to the President, stating the Committee's reasons for its choice. The Committee on Faculty presents a separate formal recommendation to the President. The President can ask either Committee for further consideration of candidates or for a reopening of the search. The President makes the final decision and send the letter of appointment. The Board of Trustees formally elects new faculty at the following board meeting.

Search Process

The appropriate area or building secretary maintains the confidential candidate files and communications and provides support for the candidate review process. During the review process, the folders must be kept under reasonable security, and all telephone and e-mail communications with candidates should be documented.

During the search all applicants should be kept informed of progress. In particular, by the end of the search, all applicants should have received a final letter of rejection (or appointment). Rejection letters should be sent to applicants as early as reasonably possible. After completion of the search, all documents in the search are to be delivered to the Office of Academic Affairs for storage in compliance with EEOC regulations.

Any variances from the above descriptions of the search process must be approved in advance by the Committee on Faculty in consultation with the President.

A more detailed set of guidelines for the search process can be found in the "Handbook for Chairs of Faculty Search Committees" in Appendix 6.

Sabbatical Leave Policy [Operating Procedure]

Purpose

The primary purpose of sabbatical leave is for the enrichment of the academic life of the College through either development of the professional expertise of the faculty member or enhancement of the educational program of the College. Therefore proposals having the greatest potential for institutional development through these means receive priority.

A sabbatical leave is granted as a means of refreshing and enhancing the professional capabilities of the faculty member for future service. In accepting a sabbatical leave, a faculty member thus accepts an obligation to return to duties at the College upon completion of the leave. Members of the faculty going on sabbatical leave must reimburse the College for any financial burden on the College directly related to the leave if they do not return to the College for a period of at least one year.

Eligibility

A sabbatical leave is granted only to full-time, tenured faculty members, usually only after six years of full-time service to the College since initial hiring or the year of any previous sabbatical leave. A faculty member is eligible for only one sabbatical leave during any seven-year period. The provision of a sabbatical leave is dependent upon resources available; therefore, such leave is granted on a competitive basis. Typically, no more than one faculty member per

department may be granted leave during a given semester. Exceptions may be appropriate but require compelling justification and more detailed planning.

Each fall the Provost's office develops a list of tenured faculty members who are eligible to apply that year for a sabbatical in the following year. Sabbatical proposals are accepted from any faculty member on that list without regard to the number of years the faculty member has been on the list.

Terms

A sabbatical leave may be granted for one semester or for a full year. A faculty member on sabbatical leave for one semester receives full pay and benefits and is expected to teach a normal load in the other semester during the academic year. A faculty member on a full-year sabbatical leave receives half pay and full medical and life insurance benefits, though FICA and retirement benefits are based on the reduced salary. A faculty member on sabbatical leave is considered to be a continuing member of the Hendrix faculty.

It is expected that a faculty member will be devoted full time to the project for which the sabbatical leave has been granted. Faculty members are encouraged to seek outside grant support for the period of the sabbatical, but any activity undertaken for remuneration, such as teaching or consulting, requires prior approval by the Committee on Faculty. Such approval may be withheld if the proposed activity would significantly impede completion of the sabbatical project.

Faculty members may apply for a faculty project grant for the sabbatical period. See Appendix 6 for Business Office guidelines for grants.

Process

A written application for a sabbatical leave must be submitted to the Provost by November 1 to be considered for the next academic year. (A form for the applicant can be found online at Faculty Resources.) During deliberations, the Committee on Faculty may discuss the proposal with the Department Chair for an understanding of benefits and costs involved. The Committee on Faculty makes a recommendation to the President. Decisions are announced by the President before January 1. Faculty members who apply for but do not receive a sabbatical grant should first contact the Committee on Faculty to request reconsideration of the decision. If the issue is not resolved or clarified to the satisfaction of the faculty member, the faculty member may challenge the decision through the regular faculty grievance policy.

Upon return from sabbatical leave, the faculty member is expected to submit to the Committee on Faculty a brief written report describing the results and benefits of the leave.

Leave Without Pay Policy [Operating Procedure]

Purpose

The primary purpose of leave without pay is to provide faculty members the opportunity to pursue personal or professional goals that are not possible given their usual obligations to the College. Examples include, but are not limited to, conducting research for another entity, pursuing educational or retraining goals, and providing community service. In accepting a leave

without pay, a faculty member thus accepts an obligation to return to duties at the College upon completion of the leave.

Terms

A leave without pay may be granted for one semester or for a full year. During the leave without pay the faculty member receives no salary from the College. Fringe benefits and credit toward tenure during the leave period must be negotiated. A faculty member on leave without pay is considered to be a continuing member of the Hendrix faculty, and such leave does not affect eligibility for sabbatical leave. Faculty members may apply for a faculty project grant for the leave period.

Process

Faculty interested in pursuing a leave without pay should consult the Provost before submitting a written request. Although there is no formal deadline for requests, time must be given for the College to make arrangements for the faculty member's absence. During deliberations, the Committee on Faculty may discuss the proposal with the Department Chair for an understanding of benefits and costs involved. The Committee on Faculty makes a recommendation to the President. Decisions are announced by the President.

Except under extraordinary circumstances, a single period of leave (including sabbatical leave) may not exceed one academic year. If a faculty member desires to extend a period of leave beyond this limit, she or he must consult in advance with the other members of affected departments or programs and then apply for the extension to the Committee on Faculty by December 1 of the year of the leave.

Upon return from a leave without pay, the faculty member is expected to submit to the Committee on Faculty a brief written report describing the results and benefits of the leave.

External Employment

Faculty members on full-time contracts are considered full-time employees of the College during the academic year. Faculty members should not agree to do outside work which distracts from their work and responsibilities at the College. Outside activities which relate to their teaching, professional development, and service to the wider community are acceptable with approval by the department chair, area chair, and Provost. These activities might include consultations, workshops, scholarly reviews, artistic performances, and lectures.

It is especially important that faculty members remain available to students. College resources should not be used without permission to support outside activities unrelated to the College, since this use constitutes a conflict of interest. Activities must not reflect discredit on the College or be in direct or indirect competition with present or potential offerings or official activities of the College. Failure to comply may result in dismissal for cause.

Honorary Degree Policy and Procedure Statement

The highest award offered by Hendrix College is the honorary degree. The College awards honorary degrees on a selective basis to distinguished individuals who merit exceptional recognition for substantial achievement and distinction in a field or activity consonant with the mission of the College as articulated in the Statement of Purpose. The process and outcome is of utmost importance because through its choice of honorary degree recipients, the College makes a public declaration of its own values. This award is distinct from other awards offered by the College in that it is not limited to, while not excluding, alumni or those making a direct impact on the College. The Board of Trustees authorizes honorary degree conferral upon recommendation by the faculty as is codified in Section 16 of the Bylaws of Hendrix College.

Honorary degrees are conferred *honoris causa*, "for the sake of honor." Honorary degrees include but may not be limited to Doctor of Laws, *honoris causa*; Doctor of Humane Letters, *honoris causa*; or Doctor of Science, *honoris causa*.

In instances when an organization rather than an individual is granted the highest honorary commendation from the College, the honor is called the Spirit of Hendrix award. The process for the Spirit of Hendrix award is identical to the process for honorary degrees outlined below.

Criteria

An honorary degree may be awarded to a person or organization satisfying the following criteria:

- Outstanding accomplishment in the honoree's field, with national status wherever appropriate;
- Demonstration of the values articulated in the Statement of Purpose of the College, making the honoree a fitting role model for students;
- Some tie to Hendrix, Arkansas, or this region of the country which makes recognition especially appropriate.

Procedures

The following process is used by the College to select recipients of this honor starting in the Spring of 2008.

A. The following persons associated with Hendrix College are authorized to nominate candidates to receive honorary degrees:

1. The President
2. Current and former members of the Board of Trustees
3. Current and retired members of the Faculty and Staff
4. Alumni
5. Current students
6. Parents of current students and parents of alumni

B. Nominations are to be made to the Committee on Honorary Degrees using the Honorary Degree Nomination Form sent out with the call for nominations, appended to this document, or available upon request from the Chair of the Honorary Degrees Committee. The call for nominations is drafted by the Chair of the Committee on Honorary Degrees and is

approved by the committee. Appropriate College channels are used to disseminate the call for nominations.

C. Honorary Degrees Committee membership includes: three full-time members of the College Faculty appointed by the Committee on Committees, two members of the Board of Trustees of the College appointed by the chair of the Board of Trustees, one representative from the Alumni Board of Governors, and the Executive Vice President and Dean of Advancement and Planning as an ex officio member.

D. The Honorary Degrees Committee reviews nominations and discuss potential candidates' fulfillment of the above listed criteria. Through a voting process, they narrow nominations to no more than three qualified recommended nominees. The final vote on nominees in the committee is conducted by secret ballot; at least 2/3 of the committee must vote in the affirmative for a particular nominee to move forward in the process. The Honorary Degrees Committee also determines which of the possible honors is suitable for each nominee (Doctor of Laws, Doctor of Humane Letters, Doctor of Science, or Spirit of Hendrix). A list of nominations, along with summarized supporting information for each nominee, is submitted to the Academic Policy Council for discussion following the same process as recommendations from other faculty standing committees. Academic Policy places the item on the faculty meeting agenda for discussion. At the following faculty meeting the Faculty selects, through normal voting procedures, the final candidate to be recommended to the Board of Trustees. The Board of Trustees, through normal voting procedures, votes to either affirm or deny the conferral of the honorary degree.

Timeline for Honorary Degree Nomination, Deliberation, and Conferral

Electronic call for nominations	April
Nominations with supporting material due to the Committee on Honorary Degrees	July
List of nominees with supporting material forwarded to the Honorary Degrees Committee for screening	August
List of recommendations sent to the Academic Policy Committee	September or October
Faculty meeting discussion of possible nominees	October or November
Faculty meeting action on degree nominees	November or January
Presentation of nominee to the Board of Trustees by the President	February
Degree recipient is contacted and invited to accept award	February
Conferral of honorary degree at Commencement, a specially called Convocation, or other Campus event	May or sometime during the subsequent two years

E. The nomination and deliberation process is conducted with the strictest confidentiality at every point in the process.

F. Generally, the College shall award one, but no more than one, honorary degree in a single academic year.

EXPIRATION OF THE BOARD'S APPROVAL

The College may award an honorary degree to an approved candidate at any time within two years of the Board's granting of that approval. After that time, the Honorary Degrees Committee must reconsider the nominee and again secure the Faculty recommendation and Board's approval of the candidate.

LIMITATIONS

No honorary degree shall be conferred unless the recipient is present at conferral except in the rare event that the degree is being awarded posthumously.

The College shall not grant an honorary degree to current members of the Faculty or Administration.

Recipients of honorary degrees shall not usually receive a speaker's fee or honorarium. However, travel and lodging expenses may be covered by the College. In exceptional circumstances the Honorary Degrees Committee may request that the Board provide an honorarium to the recipient of an honorary degree.

A nomination form appears in Appendix 8.

Intellectual Property Ownership Policy [Operating Procedure]

A. Introduction

Creative works, inventions and discoveries of commercial importance are a natural outgrowth of activities within the Hendrix College community. The following policy clarifies the ownership rights to intellectual property works made by faculty, staff and students of Hendrix College.

The goal of this policy is to ensure that creative works, discoveries, inventions and other intellectual property generated by faculty, staff and students of Hendrix College are utilized in ways most likely to benefit the public. The College seeks to assist its faculty and other creators and researchers in properly disclosing their scholarly work, in complying with applicable laws and formal agreements, and in gaining the protection available under United States laws governing copyrights and patents. Likewise, the College seeks to ensure that commercial benefits are distributed in a fair and equitable manner that recognizes both the contributions of the inventors and creators and the interests of Hendrix College.

B. Ownership of Creative Works

As "works made for hire" are defined under Section 101 of the Copyright Act of 1976, copyrightable works of authorship created by an employee within the scope of his or her employment are owned by the employer. The College does not intend for this "works made for hire" doctrine to apply to Creative Works of faculty unless extraordinary resources of the College are used in the creation of the work. "*Creative Works*" are copyrightable works, other

than inventions as discussed below, that result from a faculty member's pursuit of traditional teaching, research and scholarly activities, including the creation of books, articles and other literary works; artistic, musical or dramatic works; or course materials, whether in traditional or electronic form, unless extraordinary resources of the college were used in the creation of the work. Faculty members own the copyright in any Creative Works that result from that person's efforts. With regard to any particular creative work, the College and the faculty member may mutually agree on an alternative ownership arrangement. In the event a Creative Work is the result of more than one faculty member, the creators are expected to agree among themselves on the fractional ownership of the copyright.

C. Ownership of Inventions

I. Definition of Invention. Inventions are ideas and may or may not be patentable. Under U.S. Patent Law, an invention is patentable if it is a novel, unobvious and useful idea relating to a process, machine, manufacture, composition of matter or an improvement thereof. Patentable inventions include ideas relating to machines and other devices, software (which also may be protected by copyright), electrical circuits, chemical compositions or compounds and even some business methods. An invention is considered new or novel if it has not been previously publicly known or used by others in this country or patented or described in a printed publication anywhere in the world prior to conception of the invention. Patentability of an invention may vary from country to country and is determined by the patent laws of the particular country issuing the patent.

II. Administration. The administration of this patent policy resides with the Patent Advisory Committee which shall be appointed by the President of the College. The committee shall consist of the Provost, who shall chair the committee, the Natural Sciences Area Chair, and an at-large member to be determined by the President. It is the responsibility of the Patent Advisory Committee to: (1) evaluate the patentability and commercial or other value of the invention; (2) determine a course of action for patenting and commercializing the invention; and (3) ensure that all sales or licensing of inventions and/or discoveries are implemented to bring the inventions and/or discoveries to the public while securing financial reward for the College and the inventors. The chair of the Patent Advisory Committee shall report to the President of the College. The Vice President and General Counsel of the College shall be consulted on all legal matters pertaining to this policy.

III. Applicability. This policy concerning inventions applies to all inventions, whether or not patentable, conceived or first reduced to practice by full-time, part-time or visiting faculty, post-doctoral researchers, staff, students, or any other persons performing research or engaging in work at the College where such inventions may be created or discovered.

IV. Ownership. Ownership of inventions conceived or reduced to practice by faculty, staff or any other person performing research or engaging in work or study at the College, where such inventions are created or discovered within the course of their employment or using extraordinary resources of the College, resides with Hendrix College. Inventions or discoveries that are made off college premises and that are unrelated to teaching and professional activities are exempt from this policy.

Any student invention is deemed made under College auspices and therefore the property of the College pursuant to the patent policy only if it is made in the course of the student's employment by the College for an assigned work project. Royalties from the College's

licensing of any student invention is shared with the student on the same basis that royalties are shared with faculty or staff employees.

When a patentable invention is developed through a sponsored grant or contract, the special provision contained in the grant or contract prevails. In the absence of such special provisions, the College policy applies. Generally, the College has the right to elect ownership of intellectual property generated during the course of federally sponsored research activities; however, the government retains “march-in” rights and may claim ownership under certain limited circumstances. Regardless of the College’s election of ownership of the intellectual property, the government retains a non-exclusive, non-transferable, irrevocable, royalty-free, worldwide license to the invention produced under government sponsorship.

V. Procedures for Reporting an Invention.

When any person makes a discovery or invention to which this policy applies, a report of the invention should be made promptly to the Chair of the Patent Advisory Committee. The report should be made on an invention disclosure form obtained from the committee chair. If ownership of the invention resides with the College, the inventor(s) shall assign all intellectual property rights to the invention to the College upon the committee’s request and otherwise cooperate with the College and take any further actions necessary to effectuate ownership by the College. Within 30 days of receipt of an invention disclosure form, the Chair convenes a meeting of the Patent Advisory Committee to evaluate the invention.

The Patent Advisory Committee shall have the sole right to determine the disposition of inventions in which the College has a proprietary interest. A decision to exercise this right shall be transmitted in writing to the inventor within 60 days of the date of disclosure of the invention to the committee. If the committee decides to pursue a patent, it may recommend that the College alone, or with the assistance of an external organization such as a technology transfer company, make applications for letters of patent. Title to all such patent applications and resulting patents shall be held by Hendrix College. If the committee decides not to patent an invention, or not to commercialize an invention, whether or not patentable, the College releases to the inventor its interest in the invention.

VI. Legal Expenses and Distribution of Income.

An account is opened to which expenses associated with patenting and marketing inventions are charged. Expenses include, but are not limited to, invoiced costs such as legal fees, patent filing fees, licensing agent fees and other out-of-pocket expenses.

Revenues attributable to a particular invention are paid to the College as an advance or in full reimbursement of expenses incurred with respect to the exploitation and protection of that invention. After the College’s full recovery of expenses, the net revenues are distributed fifty percent to the inventor(s) and fifty percent to the College.

In each of the first three years in which revenues are received from an invention, the College allocates one-fifth of its share (i.e. 10% of net royalties) to the department(s) of the inventor(s). These funds may be used for equipment purchases, research and instructional activities, and other purposes approved by the Provost, but they may not be used to create or support permanent faculty positions.

In the absence of an agreement to the contrary, net revenues from inventions developed as a result of assigned College duties and the Creative Works of staff is divided 75% to the College and 25% to the inventor.

In the event of multiple inventors, the inventors are expected to agree among themselves on the fractional distribution of each inventor's share of any invention revenues. The inventors shall sign a written agreement specifying the fractional distribution of their share of royalties. The inventor's share continues even if he or she leaves the College.

VII. Dispute Resolution.

In the event of any dispute regarding a decision of the committee under this policy, including, without limitation, the ownership of an invention or the allocation of the inventor's share of royalties, the President shall have the final decision concerning the College's position in the matter.

D. Definition of Extraordinary Resources

"Extraordinary resources" may consist of paid released time from regularly assigned duties (but not a sabbatical or similar leave); direct investment by the College through funds or staff; the College's purchase of special equipment for the project; use of the College's multimedia production personnel and facilities; or extraordinary use of the College's computing resources. Ordinary use of incidental supplies, use of a College computer in a faculty office, or use of College personnel or shared facilities on an occasional basis is not considered use of extraordinary resources. The College determines whether extraordinary resources have been used on a case-by-case basis.

Annual Informal Evaluation Process for Merit Raises

Process. In the beginning of the fall semester, Area Chairs distribute the Annual Review Form to the faculty. Each faculty member completes and returns the form and an updated vita to the Area Chair by the by the end of September. A copy of the form also goes to the department chair. The department chair should include on the department chair form any additional information relevant to the process. A copy of this form also goes to the Area Chair. Department chairs are reviewed by their Area Chair and the Provost, Area Chairs by their department chairs and the Provost.

The Area Chair also rates each faculty member in Area using the following rubric based on performance in the three designated dimensions.

- 5 Superior performance, exceeding expectations in all or most aspects of faculty responsibility
- 4 Fine performance, meeting expectations in all aspects of faculty responsibility, exceeding expectations in some aspects of faculty responsibility
- 3 Fine performance, meeting expectations in all aspects of faculty responsibility
- 2 Meeting expectations in some but not all aspects of faculty responsibility
- 1 Not meeting expectations in several aspects of faculty responsibility (or did not return form).

The Area Chair discusses and possibly revises the ratings with the Provost within the two weeks following submission. The Provost determines individual merit raises based on the

ratings depending on the size of the salary raise pool after considering rank and promotion adjustments. The forms are kept in the Academic Affairs office until the next formal evaluation is completed. The President distributes compensation letters stating distinctly merit raises, equity increases, and adjustments to the faculty by a date to be determined by the Board of Trustees. The Provost gives the Area Chairs a summary of the new compensation amounts. If faculty members have individual concerns or questions, they should contact their Area Chair first.

Rationale and Remarks.

- As with the formal evaluation process, this process begins with self-assessment by each faculty member.
- All areas use consistent information in evaluating faculty members' performance.
- It is the responsibility of each faculty member to track and submit accomplishments each year.
- According to the *Faculty Handbook*, each faculty member is to submit an updated vita each year.
- The Annual Review Form facilitates completion of a faculty member's self-evaluation during the formal review process.
- The College should support those activities on which faculty members are evaluated.

The Annual Review Forms for the faculty member and department chair appear online in the Faculty Resources section.

Academic Affairs Staff Evaluations

Administrative and support staff in Academic Affairs are evaluated annually by the chairs of their respective departments and Area Chairs, or by their administrative supervisors where appropriate.

G. Academic Policies and Procedures

Faculty Grants

The College encourages and seeks to facilitate the professional development of all faculty members. Toward this end, the College funds the faculty travel and faculty project grant programs, which are administered by the Committee on Faculty Grants. The College also encourages faculty members to seek and secure funding for their work from outside agencies, such as government, foundation, and consortium programs.

Faculty Travel Grants

The College encourages all faculty members to attend scholarly conferences, seminars, workshops, and meetings of professional societies. The College views attendance at such meetings as being vital to the continued professional development of the faculty. Faculty members should submit travel grant request forms (see Appendix 7) as early as possible in the academic year to ensure that they receive funding. At the beginning of the academic year, the Committee on Faculty Grants notifies the faculty of the maximum amount that can be awarded to an individual faculty member for faculty travel grants during that academic year. See Appendix 6 for Business Office guidelines for grants.

Faculty Project Grants

These grants are awarded to enhance the teaching, research, and professional activity of the faculty who receive them. Although in some cases these grants may result in publication or performance, that is not always the case. It is expected that the work funded by the grant enriches the faculty member's teaching and professional activity in significant ways, regardless of whether it results in publication or performance. Faculty members need not feel constrained to propose only projects that have direct applicability to specific courses they currently teach. The Committee on Faculty Grants recognizes that the intellectual development of a faculty member is an intrinsic benefit to the institution and is aware that teaching may be enriched in unexpected ways when faculty members increase their knowledge in areas only tangentially related to their disciplines.

The work or study funded by project grants may take place during the academic year, or it may be undertaken either during the summer or during a sabbatical leave. The grant is intended to cover expenses incurred during the course of the project and may include funds to be spent for travel, equipment, appropriate professional credentials or degrees, books or journals, and other materials deemed essential to the project. Funds may also be used to pay student assistants; this is especially important when the participation of student assistants not only furthers the aims of the faculty member's project but also gives students valuable experience within a particular discipline. Projects of this nature may also fall under the category of Odyssey Project grants as described below. Proposals are typically funded in the range of a few hundred to several thousand dollars. Faculty members receiving project grants must submit a final summary of the project to the Committee on Faculty Grants at the conclusion of the grant.

Proposals should be submitted to the Faculty Grants Committee before February 1 using the form at the back in Appendix 8. See Appendix 7 for Business Office guidelines for grants.

Faculty Odyssey Project Grants

Odyssey Project Grants are similar in nature to the Faculty Project grants described above, but are designed specifically to promote faculty efforts to enhance the offerings of Odyssey experiences at Hendrix. As is the case with Faculty Project Grants, Odyssey projects may but not necessarily have to involve student participation, but should in any event have as their ultimate goal the creation of new or enhanced experiential learning opportunities for students in any of the six designated Odyssey categories. The timing and duration of the project and the types of expenditures envisioned likewise mirror those for Faculty Project Grants.

The specifics of the proposal process is described in the Odyssey Program Guide and regularly reviewed by the Committee on Experiential Learning, in coordination with the Odyssey Program Director. Under ordinary circumstances, Odyssey project grants are awarded according to the following schedule: February 15 (for summer projects and courses for the following academic year), April 15 (for fall projects), and October 15 (for spring projects). However, applicants who must have assurance of funding further in advance than these deadlines allow are encouraged to consult with the Odyssey office. In cases where there are extenuating circumstances (such as timetables imposed by external constituencies), applicants may be given permission to apply during an earlier cycle than usual.

External Grant and Foundation Support

Grant Approval Process

All grant applications initiated by or for the benefit of faculty must first be approved by the Provost. The proposal budget must also be reviewed and approved by the Business Office prior to submitting the Grant. Grant applications or proposals submitted for approval must be endorsed by the chair of the sponsoring academic or administrative department and by the Area Chair.

- Step 1: Discuss the proposed project with the Provost, including detailed information on College matching requirements (if any). The Provost advises the initiator regarding the fit of the project with the College's academic program.
- Step 2: Discuss the proposed budget with the Grants Manager in the Business Office, including detailed information on College matching requirements (if any). This is to ensure that the fringe benefits and the indirect cost requirements are properly submitted (if applicable).
- Step 3: If the proposed project requires matching funds or in-kind resources from the College, the initiator must have approval from both the Provost and Vice President for Business and Finance before submitting to the granting agency or organization. If the proposed project involves matching funds to be raised externally by the College, the initiator must discuss the proposal with the Dean of Advancement for initial approval, who then discusses it with the President for final approval.

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- Step 4: Write the proposal, following all guidelines as documented in the RFP or funder publication(s), consulting with the Director of Foundation Relations, the Grants Coordinator, and the Provost as appropriate.
 - Step 5: Using the External Grant Approval form (included in Appendix 8), submit the proposal to the appropriate officials for approval.
 - Step 6: The Provost indicates approval of the proposal to the Dean of Advancement and the President.
 - Step 7: Submit a copy of all proposals for external funding to the Director of Foundation Relations.
 - Step 8: If a grant is awarded, copies of the award letter and/or receipt of funds must be sent to the Provost, the Director of Foundation Relations, the Grants Coordinator, and the Director of Media Relations.

Grant Budgeting and Indirect Cost Recovery

Hendrix currently has a federally approved rate for indirect costs of 62%. In drafting grant proposals, and when permitted by the granting agency, departments should budget indirect costs of 62% on all direct salaries. Fringe benefits are based on a number of different scenarios, so it is important to contact the Grants Manager to ensure proper requirements.

Funds derived from indirect cost recovery are first allocated to the income accounts of the College's operating budget to support the cost of administering the grant and utilization of campus facilities, and then allocated in a portion to the departments for use on low cost equipment repair or student/faculty research and development costs.

This policy is reviewed on a periodic basis to determine the actual expenses incurred by the College to administer the grants awarded. Based upon these findings, the indirect cost allocation rate may be adjusted at any time during the academic year.

Questions concerning budgeting or indirect cost recovery should be directed to the Grants Manager in the Business Office. See Appendix 6 for Business Office guidelines for grants.

Grant Compensation

All compensation from grants, whether as a principal investigator at Hendrix or as a sub-guarantee with another institution, must be approved in advance by the Provost.

Subject to the approval of the President, the Provost establishes the level of compensation and release time for any participants, and has final approval over all research and staffing participation for all grants. The regular and scheduled academic needs of the College are the primary consideration in determining a faculty member's participation in a grant activity.

Compensation from grant activity during summer months cannot exceed a monthly rate equal to the regular monthly salary or wages of the participant.

All College Human Resources policies and practices for compensation and fringe benefits are followed. Compensation from grants, regardless of the funding source, are issued on payroll checks. Federal Income Taxes and F.I.C.A. taxes are withheld on all grant checks, as

required by the Internal Revenue Service. See Appendix 6 for Business Office guidelines for grants.

Grant Reporting

It is the responsibility of the principal investigator to make sure that all progress reports, budget reports, and fund requests are submitted on a timely basis as defined within the grant. Copies of each report submitted to the granting agency should be forwarded to the Grants Manager in the Business Office and the director of Foundation Relations in the Advancement Office.

Assistance in Writing Grant Proposals

The Director of Foundation Relations in the Advancement Office coordinates grant proposals for College-wide purposes and, upon approval by the Provost and the Dean of Advancement, assists with proposals for individuals.

Curriculum Approval Policy

Graduation Requirements for Majors and Minors

Department and program chairs should submit proposals for new majors and minors as well as proposed changes in existing majors and minors using the Curricular Revision Form found on-line. The signature of the chair on the proposal forms signifies that the department or program has approved the proposals. These proposals are first submitted to the appropriate Area(s) for approval. If approved by the Area(s), the proposals are then submitted to the Committee on Curriculum which evaluates these proposals and submit them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. Proposals that span more than one Area must be approved separately by each of the Areas involved in order for the proposal to move forward. The Council on Academic Policy places proposals on the agenda for the forthcoming faculty meeting and circulate them to the faculty to be voted up or down. In faculty meetings these proposals are presented by the Chair of the Committee on Curriculum, who may call on others to present supporting arguments.

New Course Proposals

Department and program chairs should submit proposals for new courses in their departments (or programs) using the Curricular Revision Form found on-line. The signature of the chair on the proposal forms signifies that the department or program has approved the proposals. These proposals are first submitted to the appropriate Area(s) for approval. If approved by the Area(s), the proposals are then submitted to the Committee on Curriculum which evaluates these proposals and submits them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. Proposals that span more than one Area must be approved separately by each of the Areas involved in order for the proposal to move forward. The Council on Academic Policy places proposals on the agenda for the forthcoming faculty meeting and circulates them to the faculty

to be voted up or down. In faculty meetings the curriculum committee chair presents these proposals and may call on others to present supporting arguments.

Exempt Courses

In certain cases when new courses needed to be added to the schedule at a time when the Curriculum Committee cannot review the course and send it on to the faculty for approval, these courses are called exempt courses. Examples include courses taught because of faculty hires that occur late in the academic year and courses attached to off-campus programs that change late in the academic year or during the summer.

Exempt courses are approved on a one-time basis using the following procedure. Department or program chairs should complete a course proposal form and obtain approval, if possible, from the appropriate Area Chair(s) and the Curriculum Committee chair. (In this case, the signature of the chair may not represent the decision of the department or program.) The signed form should be sent to the Provost for final approval with copies going to the Registrar and the Associate Provost. Exempt courses do not appear in the *Catalog* and cannot have Collegiate Center codes attached to them.. Exempt courses must follow the regular acceptance procedure before being offered in subsequent years as regular courses. In the case that an exempt course is later approved as a regular course with Collegiate Center codes, then those codes are added to the student records for those students who completed the original exempt course.

Changes in Existing Courses

Proposed changes in course titles, prerequisites, or catalog descriptions of existing courses must be submitted by the appropriate department or program chair using the Curricular Revision Form to the Curriculum Committee Chair, the Associate Provost, and the Registrar. If these persons believe the change is relatively minor, meaning that it would not significantly alter the course as it was originally approved, then the change is considered approved and will be listed on the Curriculum Committee Chair's final report. If any one of these persons believes the changes are more significant, the Curriculum Committee Chair will take the proposal to the committee and follow the regular process. The same process should be followed to remove from the Catalog courses no longer being offered on a regular basis. Changes in course numbers must be submitted to the Registrar for approval.

General Education Codes

The Committee on Curriculum is responsible for assigning general education codes to proposed courses and for making changes to codes for existing courses with one exception: The Writing Across the Curriculum Committee is responsible for W2 codes. Exempt courses as described in an earlier section cannot have any Collegiate Center codes assigned to them.

Other than the exception, proposed codes and changes in codes must be submitted by the appropriate department or program chair for evaluation using the Curricular Revision Form found on-line. The signature of the chair on the proposal forms signifies that the department or program has approved the proposals. These proposals are evaluated in the same way as

described in the earlier section on graduation requirements for majors and minors. No course may receive more than two Learning Domain codes.

Odyssey Codes for Courses and Modules

New Courses with Odyssey Codes

The course proposal with code requests is submitted to the Curriculum Committee. The signature of the chair on the proposal forms signifies that the department or program has approved the proposals. The Curriculum Committee forwards the code requests to the Engaged Learning Committee. The Engaged Learning Committee sends codes recommendations back to the Curriculum Committee. The Curriculum Committee forwards course and codes recommendations to Academic Policy for discussion and vote by the faculty. Exempt courses cannot have any Collegiate Center codes assigned to them.

Odyssey Codes for Existing Courses

Code requests are submitted to the Engaged Learning Committee. The Engaged Learning Committee then sends codes recommendations to the Curriculum Committee. The Curriculum committee forwards codes recommendations to Academic Policy for discussion and vote by the faculty. Exempt courses cannot have any Collegiate Center codes assigned to them.

One-Time Odyssey Credit Proposals based on Courses or Modules within Courses

Proposals are submitted to the Engaged Learning Committee. The Engaged Learning Committee notifies the Curriculum Committee of Odyssey credit decisions. The Engaged Learning Committee notifies persons submitting proposals of Odyssey credit decision.

Crossings Program Approval Process

During the academic year before the *Crossing* is offered, *Crossing* teams simultaneously propose their *Crossing* to the Curriculum Committee and to the Committee on Engaged Learning. The Curriculum Committee focuses on the course elements of the *Crossing* while the CEL focuses on the Odyssey experiences included in the *Crossing*. If both committees approve the *Crossing*, the proposal is then forwarded to the Council on Academic Policy for placement on the agenda for a faculty meeting at which time the faculty considers the proposal as with any other curricular revision.

Class scheduling Guidelines

The schedule of classes and the general division of the day were designed along principles of transparency, fairness, and respect. Faculty could view the schedule of classes as the clearest guideline for class meetings. The following policies are offered with a view to promoting fairness, safeguarding students, and encouraging respect among faculty.

The expectation is that faculty should plan to be on campus for some scheduled activities such as classes, labs, or office hours a minimum of four days a week unless permission to do so otherwise is received in advance from the Committee on Faculty.

In constructing a schedule, it is important that class offerings are distributed across the daily schedule, thus minimizing the number of class conflicts students must contend with in building their class schedules, maximizing the opportunity for faculty/student contact outside the classroom, and increasing the likelihood that the most desired classroom is available.

The Registrar provides typical room allocations and times. **Conflicts over rooms are adjudicated by the appropriate Area Chair.** Chairs should keep the following guidelines in mind as they construct departmental schedules:

- Lecture classes should be scheduled during the twelve available MWF(A) and T*Th(B) periods. Exceptions require the approval of Academic Policy. The faculty has approved the following courses for use of the four-day (C) lecture periods: first-year foreign language courses, MATH 130-14-, CSCI 150-151, and MUSI 201-202. Seminar (S) periods are reserved for seminars that function as components of the department's Capstone Experience.
- Each department should assign 2/3 of its lecture offerings on MWF and 1/3 of its lecture offerings on T*Th. (*Ideally, individual faculty follow this guideline.*)
- Each department should offer 1/3 of its lecture offerings during the five non-prime periods MWF/8:10-9:00; MWF/2:10-3:00; MWF/3:10-4:00; T*Th/8:15-9:30; T*Th/2:45-4:00. (*Ideally, individual faculty follow this guideline.*)

The following notes may aid in interpreting the above guidelines.

- Note that the phrase "lecture offerings" used above refers only to A and C periods for MWF and B periods for T*Th. Lab, studio, and seminar periods are not included in this phrase but can be used to offset what would otherwise be an imbalance.
- Academic Support has often given the following rule of thumb to students: every hour spent in a typical lecture meeting of a Hendrix class corresponds to up to three hours of work outside the class. Faculty should be mindful of this rough guideline in designing activities such as homework assignments and take-home tests.
- Section D of the *Faculty Handbook* contains the following language (under Examinations and Grading): "...requests by faculty members to change the time of final examinations must be approved by the Council on Academic Policy."
- Remember that music ensembles, theatre rehearsals, athletic practices and physical activity classes are usually scheduled beginning at 4:00 p.m., after the final academic class period of the day.

Department and Program Assessment and Review

Each academic department, academic program, and special program of the College has developed a plan for the academic assessment of students. Quasi-departmental agencies responsible for collegiate center and learning domain requirements and the library also participate. The assessment of student academic achievement by departments is an integral part of a larger system of departmental and program evaluations. Student assessment is an annual

activity in each department, oriented toward gathering outcomes data to be used with other information in the department's self-evaluation that is to occur once in every seven-year cycle. Each plan is on file in the assessment program file in the academic affairs office. Each is structured in accord with the principles stated below.

Assessment instruments

Every academic department assesses the academic achievements of students through some combination of the following means:

- graded course examinations;
- required papers or research projects;
- juried recitals or performances;
- Odyssey projects;
- Senior Seminars;
- presentation of papers or projects at state, regional, or national meetings;
- Capstone Experiences and Comprehensive examinations;
- laboratory and fieldwork experiences;
- internships;
- student evaluations.

The use and weighting of each of these elements vary from department to department according to the nature of the disciplines. However, the Committee on Faculty monitors every department plan for consistency with campus-wide practices and for the assurance of multiple measures of student performance. Solitary reliance upon graded course examinations or projects and upon internally generated comprehensive examinations is not acceptable. External review of examinations, assignments, syllabi, and overall curricular structure and offerings by consultants from similar institutions are typical components of departmental assessment plans. Every department also has available to it the GRE scores of its majors and the record, as compiled by the Office of Career Development, of its majors in securing placement in graduate school and employment.

The Statement of Purpose

The assessment of student academic achievement reflects and is governed by this statement, and it is cited here as the basis for the assessment of the College's success in educating students. To the degree that the graduate has realized this statement, the College has attained success. Measurements of the degree of such success are used, through systematic procedures and policies stated below, in the continual improvement of the College's programs.

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the College offers curricular and co-curricular programs affording students the opportunity

- To investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- To examine critically and understand the intellectual traditions woven into the history of Western thought;
- To develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- To explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- To participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students:

- Enduring intellectual curiosity and love of knowledge; aesthetic sensibilities and delight in beauty;
- Powers of ethical deliberation and empathy for others; discernment of the social, spiritual, and ecological needs of our time;
- A sense of responsibility for leadership and service in response to those needs; and
- Recreational dispositions complementing a full flourishing of the human potential.

Assessment Content

Departmental and program assessment plans are conceptually connected to the aims in the Statement of Purpose in the following way. Each department and program is responsible for determining (where applicable) its role in satisfying aim #5: the development of knowledge in the major field of study. Departmental minors are also assessed in a similar way. The department's success in providing students the means of satisfying aim #5 is to be construed as a primary criterion in its self-evaluation. Second, each department (where applicable) is responsible for evaluating its success in providing the means for students to meet aims #1 - #4 as they relate to the College's Collegiate Center, Learning Domain, and Capacities curricular requirements. Further, every department is responsible for addressing aims #6 - #9, all of which relate directly to the College's broad aims as a liberal arts institution. This requirement pertains to all agencies of the College, whether academic departments or not, in their self-evaluations.

Report on Self-Evaluation

Each department and program conducts a self-evaluation once every seven years. The Provost, in consultation with the Committee on Faculty, sets the schedule for self-evaluation and initiate the process annually with the selected departments and programs. The report has three parts: an initial self-evaluation narrative, a consultant's report and response, and a departmental

final response. The final full report comprising all three parts is given to the Committee on Faculty and is kept on file in the Office of Academic Affairs.

Narrative

The initial self-evaluation narrative should describe the following:

- The character of the discipline and the place of its content and methodology in liberal arts study;
- The character of the department and its approach to the presentation of the discipline at Hendrix;
- The aims of the department for the general student and the major;
- Offerings and the typical path or paths of study for the general student and the major, and the connection between departmental aims and offerings;
- Typical teaching and learning activities in and out of the classroom, and the connection between departmental aims and these activities;
- The connection between the program, and the mission of the College with respect to liberal learning;
- A commentary on the role of the department in implementing the Aims of Hendrix College;
- The outcomes of the program, together with supporting documentation specifying the methods used to reach conclusions about these outcomes;
- A description of and commentary on the human, budgetary, and other resources available to the department;
- The results of the department's self-evaluation and the plans for addressing problems or needs that have been identified.

A subsequent self-evaluation narrative should describe the following:

- Updated information from the previous self-evaluation narrative highlighting any changes in the goals, character, approach, staffing, funding, and offerings of the department or program.
- Discussion of the resolution or continuance of any issues raised in the previous evaluation.
- Evaluation of and recommended revisions to the student learning assessment plan including plans for integrating assessment into the planning process.

Consultant's Report

The report of the department's external consultant should contain an evaluation of the material included in the self-evaluation narrative and a verification of the narrative in light of the

site visit, together with recommendations and suggestions for improvement. The report should also contain a specific evaluation of the student learning assessment plan.

Departmental Response

The response by the department to the consultant's report should address the consultant's recommendations and suggestions. The department should state the results of the department's self-evaluation and the plans for addressing problems or needs that have been identified. This should include an articulation of the goals for program enhancements and strategies to achieve them over the next seven years. The response should also contain a copy of the final version of the student learning assessment plan.

Events Scheduling

The Office of Business and Finance maintains a master calendar of college events and social activities. All events must be scheduled through this office to alleviate conflicts and facilitate effective programming. The Priority Categories List below indicates what events may or may not be scheduled in conflict with each other.

The following procedure should be used to schedule an event.

1. If the academic calendar has been adopted for the year in which the event is to be scheduled, then
 - a. Before scheduling an event, check the availability of the proposed date and location by visiting the master calendar webpage (type 'www.hendrix.edu', click on 'more events', then click on 'Schedules').
 - b. Complete the on-line reservation request form found at http://www.hendrix.edu/business/Calendar_Request_Final.htm. The master calendar coordinator may require confirmation from the event sponsor or group advisor as well as the relevant building coordinator before completing the reservation.
 - c. Indicate on the reservation request form any maintenance, equipment, and/or food service requirements. If you need certain equipment or furniture set up, fill out a separate work order and submit it directly to the Physical Plant (450-1348). Contact Dining Services (450-1309) to arrange for food service. Contact the Media Center (450-1346) for any audio-visual equipment needs.
 - d. If your event conflicts with another event already on the master calendar, consult the priority categories list at the end of this document to determine whether your event is able to be confirmed without approval from the scheduler of the other event. Events in some categories cannot be scheduled against without such approval. Contact the master calendar coordinator if you have questions. Remember, your event is not scheduled on the master calendar until the conflict is resolved. If you are unsuccessful in resolving the conflict, schedule the event at another time or appeal your case to the Associate Provost.

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- e. You will receive a confirmation email when the master calendar coordinator has confirmed your event. Even though your event may immediately show up on the calendar web page, the event is not officially scheduled until you receive a confirmation. In most cases this takes, at most, a few days. Always read your confirmation email carefully for any errors and contact the master calendar coordinator immediately if you find any errors. Events may not be advertised until the master calendar coordinator has confirmed them.
 - f. Events between 8:00 a.m. and 4:10 p.m., Monday through Friday, cannot be confirmed in classrooms until the course schedule has been entered for that semester. The Associate Provost must approve exceptions in advance.
2. If the academic calendar has not been approved for the year in which the event is to be scheduled, then events may be submitted using the above procedure; however, no events will be confirmed until the academic calendar has been approved and your event may be subject to being rescheduled. Once the academic calendar has been approved, the major music ensemble concerts and the major theatre productions will be allowed to confirm their events. After those events have been confirmed, confirmations will proceed in the usual manner described above.

If your event needs an earlier confirmation because of contractual obligations, you may ask the Associate Provost to make an exception and confirm your event.

Priority Categories List

The following guidelines, adopted by Senior Staff after lengthy discussion by a special task force, establish categories that distinguish among campus events based on criteria such as breadth of interest, expected level of participation, and frequency of occurrence. These categories are intended to assist coordinators in scheduling events on the master calendar. The descriptions of the categories indicate what events may or may not be scheduled in conflict with each other. The list of events following each description is not meant to be exhaustive but rather to illustrate the types of events that fall into that category.

Exclusive. These are events against which nothing else may be scheduled. Exclusive Events are of major significance in the life of the College and are designated by Senior Staff.

- Campus-wide Convocations such as honorary degree conferrals, distinguished professor installations, building dedications, and presidential inaugurations
- Commencement

Priority/Restrictive. These are major, campus-wide, single-occurrence events. These events may not be scheduled against events in the Exclusive category. No broad interest events or other priority/restrictive events may be scheduled against priority/restrictive events without written permission of the first scheduler. All groups that schedule events in this category are encouraged to meet and work on schedules together as far in advance as practical. Any conflicts with events that cannot be resolved by the sponsors of the events should be appealed to the Associate Provost for resolution.

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- Alumni Weekend and Family Weekend
 - Buthman and Drake lectures
 - Center for Entrepreneurial Studies major events
 - Jewish Cultural Center major events
 - Miller Programs major events
 - Murphy Program major events
 - Music Department major events (including guest recitals and concerts)
 - New Student and Parent Orientation programs
 - Phi Beta Kappa lectures
 - Special Events programs
 - Steel Center lectures
 - Theatre Arts Department major productions (Thursday night only)

Broad Interest. These are events of broad campus interest but which may not require an exclusive slot on the calendar. This category includes events with multiple occurrences. Broad Interest Events may not be scheduled against any other Broad Interest Event without approval of the first scheduled event sponsor, or against previously scheduled events in the Exclusive and Priority/Restrictive categories. All groups that schedule events in this category are encouraged to meet and work on schedules together as far in advance as practical. Any conflicts with events that cannot be resolved by the sponsors of the events should be appealed to the Associate Provost for resolution.

- Art Department exhibit receptions, lectures
- Board of Trustees meetings
- Candlelight Carol Services
- Chapel services
- Conferences and meetings of organizations hosted by College major events
- Faculty/staff recognition and retirement receptions
- Friday Afternoon Discussions
- Murphy Programs departmental lectures, films, readings, or other presentations
- Music Department student and faculty recitals/concerts
- Social Committee major events
- Student Affairs Offices' programs major events
- Student organization major events such as speakers, films, and discussions
- Student Senate Events (Campus Kitty, Shirttails Serenades)
- Theatre Arts Department productions (except Thursday performances which are Priority/Restrictive)

Special Interest. These are events of interest to limited audiences. Events that anticipate more than 30 audience members will be classified as Broad Interest Events. Special Interest Events do not require an exclusive time slot. However, these events may not be scheduled against previously scheduled events in the Exclusive category. Sponsors of Special Interest Events should try to avoid Broad Interest and

Priority/Restrictive Events. Any conflicts with events that cannot be resolved by the sponsors of the events should be appealed to the Associate Provost for resolution.

- Development Office donor visits
- Ensemble rehearsals/practices
- Faculty Colloquium
- Faculty committee meetings
- Faculty meetings
- Faculty workshops
- Intramural sports
- Sport club practices and matches
- Student Affairs Offices' programs
- Student committee meetings
- Student organization meetings and programs
- Student Senate meetings
- Tutoring sponsored by Academic Support Services

Off-Campus Organizations. These are events sponsored by on- or off-campus organizations with primarily off-campus audiences. They may be scheduled when space is available, with campus organizations having first priority.

- Arkansas Governor's School
- Grassroots tennis program
- Ministers' workshops
- Other off-campus organization meetings
- Summer athletic camps
- Tennis leagues
- United Methodist conferences

Off-Campus Scheduling. These are campus events whose schedules are determined by off-campus organizations.

- Intercollegiate athletics conference games and tournaments

Convocation Period Series

Thursdays at 11:10-12:00 are ideal for campus-wide events such as official ceremonies, invited speakers, performances, and other events that fall into the Exclusive or Priority/Restrictive categories. Campus programs and organizations are encouraged to consider using the convocation period for similar events of general interest to the community. Special Interest events may also be scheduled in the convocation period unless an Exclusive Event is scheduled at that time. Questions about scheduling during this time should be directed to the Associate Provost.

Writing Across the Curriculum Program Policies

Program Explanation

The two-tier Hendrix College Writing Requirement grew out of the faculty's conviction that students need more systematic instruction and practice in writing than they could receive by

completing the freshman composition course. Moreover, research has shown that even competent writers must practice their skills over the years and in different contexts or else lose some of their competence.

Level 1 (W1) Courses

The Level 1, or W1, courses serve as the gateway to the College's writing requirement. As such, these courses are designed to "increase the student's skill in writing expository prose," by enabling the student to understand that "effective communication reflects coherent thinking and that both require clarity, precision, and forcefulness."

Academic Policies for W1 Courses

To meet the Level 1 writing requirement a student must

- receive a "C" or above in ENGL 110 *Introduction to Academic Writing*, or ENGL 210 *Advanced Academic Writing* at Hendrix; or
- receive a grade of "C" or above in a course at Hendrix from the category Introduction to Literary Studies (These courses are identified by the code "W1" in the most recent Schedule of Classes); or
- receive a grade of "C" or above on an examination in written English administered by the Writing Center at Hendrix and certified by the English Department.

Each student must meet this requirement during the first or second year. Students may not use credits received from an Advanced Placement exam, an International Baccalaureate exam, or transfer courses to satisfy this requirement. Moreover, successful completion of the Level 1 writing examination does not satisfy the Literary Studies (LS) Learning Domain.

Completion of the Level 1 requirement is indicated on the student transcript.

Level 2 (W2) Courses

The Level 2 (Writing Intensive Course), or W2, requirement provides an opportunity for students to focus their attention on modes of writing unique to the various academic disciplines. These writing intensive (W2) courses incorporate aspects of stylistics, critical thinking, and disciplinary content. But if students, both skilled and unskilled, are to make real progress with their writing, they need to apply analytical attention to their writing processes. Few can do this well on their own. For students to make serious improvements in their writing skills, they must have more than rigorous assignments, tough grading policies, and comprehensive professorial comments on returned papers; they must know how to analyze strengths and weaknesses in their writing for improving those processes. Thus, the faculty who teach writing intensive courses (W2) are those persons conversant with content and process, with course material and writing theory. These faculty can help our students unite and differentiate content and process.

In 1989 when the faculty passed the Curriculum Committee proposal to add writing intensive courses (W2) to the curriculum as a graduation requirement, the following guidelines were adopted:

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- W2 courses are at the sophomore level or above;
 - W2 courses may be used to meet other departmental, area, or general education requirements as appropriate;
 - W2 courses should have no more than twenty (20) students; exceptions to this limit are considered by the WAC Director;
 - W2 courses must include a minimum of three (3) writing assignments; students should be assigned papers of substantial length (5 pages or more), as appropriate to learning the conventions and practices of the discipline;
 - W2 courses may require a variety of writing forms, including formal essays, mathematical proofs, short philosophical arguments, research papers, essay examinations, and so forth;
 - Regardless of the type of writing required, the writing process must be ongoing throughout the semester—that is, students must periodically turn in drafts, receive written and oral feedback from the instructor, and have the opportunity to revise their work;
 - W2 credit is based on each instructor’s reading of his or her student’s portfolio; each portfolio is read holistically;
 - W2 credit is earned only with the successful submission of the required writing and only when that writing shows the student to be proficient in writing;
 - Enrollment in and completion of a W2 course does not automatically guarantee receipt of W2 credit;
 - Failure to receive W2 credit for any course is not recorded on the student’s transcript;
 - The degree of proficiency needed to receive W2 credit is based on those traits of successful writing listed below in “Expectations for the Writing Intensive (W2) Courses,” borrowed (with permission) from Saint Mary’s College, Notre Dame.

We want to encourage our students to complete at least one writing intensive course in their major. Moreover, we want to encourage them to complete the W2 course in the junior or senior year. The space between completing the W1 requirement and enrolling for W2 requirement should give them an opportunity to develop their writing skills, to acquire content in their discipline, and to develop a stronger motivation for writing well in their discipline.

Expectations for Writing Intensive (W2) Courses

In order to earn W2 credit a student must be able to organize a short paper which articulates and develops an argument. The prose should be grammatically correct, the diction appropriate to the audience and topic, and the sentences well-structured and clear.

- **Organization and Coherence.** A student who earns W2 credit has demonstrated his or her ability to write fluent, clear, and logical short papers, marshaling the necessary information to respond to a well-structured and clearly explained assignment. The student is able to present this information to an educated audience, simultaneously conveying the student’s viewpoint on the topic.

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- **Thesis.** A student who earns W2 credit has learned to formulate, develop, and summarize a thesis. In the thesis statement the student indicates the direction of the paper and then develops this thesis with supporting illustrations and arguments. The conclusion creates an effective sense of closure that does not simply repeat the thesis.
 - **Grammatical Correctness.** Students who earn W2 credit have demonstrated their ability to proofread their papers and to spell and punctuate properly. Many students, however, continue to have difficulty with these three skills. Every professor, therefore, needs to stress these skills constantly and to offer assistance and encouragement when needed. Among the common grammatical problems a successful W2 student is expected to avoid are fragments, run-on sentences, dangling modifiers, lack of agreement, inconsistent use of tenses, vague pronoun reference, and errors in common usage.
 - **Diction and Sentence Structure.** W2 courses help students to improve their diction and use fairly sophisticated sentence structure. A W2 student learns to choose appropriate words for the assigned audience and topic. In order to be competent writers, students also learn to subordinate their ideas properly through the use of both simple and complex sentences. Sophisticated vocabulary and sentence structure develop over time as the student reads more widely.

Students who receive W2 credit are not always accomplished writers. W2 credit certifies only that they can organize and give expression to a relatively limited body of material in a particular discipline and express a clear opinion about the subject matter. A few students' writing is outstanding and needs little attention from their other professors. Many students, however, need constant assistance throughout their college career in developing and formulating their ideas, especially as the subject matter of upper-division courses becomes more difficult and assignments demand more sophisticated kinds of analyses. Every teacher in a liberal arts college has a responsibility to develop his or her students' ability to think critically and to write clearly.

The Portfolio in W2 Courses

Ideally, the portfolio should contain the following:

- A paper from any point in the semester and its revised version;
- A paper from near the end of the semester, unrevised;
- An in-class writing sample, i.e., essay examination, lab report, and so forth.

Faculty may modify these suggestions as long as the "coaching" of the writing process is ongoing and the student presents a minimum of three writing assignments, one of which must be at least five (5) pages.

Academic Policies for W2 Courses

To meet the Level 2 writing requirement, a student must receive writing proficiency certification (including earning a grade of "C" or higher), or W2 credit, in a writing intensive course offered by any department of the College. Writing intensive courses are identified by W2 in the most recent Schedule of Classes.

W2 courses are sophomore-level and above. W2 courses may be used to meet other requirements, as appropriate. W2 credit is not given until a student has completed the Level 1 requirement, and a student may not complete both Level 1 and Level 2 requirements in the same semester.

W2 credit must be completed at Hendrix College. Students may not use credits received from an Advanced Placement exam, an International Baccalaureate exam, or transfer courses to satisfy this requirement.

Completion of the Level 2 requirement is indicated on the student transcript.

W2 Course Designation and Approval Process

All regularly scheduled courses with the W2 designation must have that designation approved by the Writing Across the Curriculum Committee before the designation can be listed on the schedule of classes. For new courses, the designation can be requested as part of the regular curricular approval process, and the Curriculum Committee contacts the WAC Committee as needed. For existing courses, the designation should be requested directly from the WAC Committee. In either case, approval must have been received before the schedule of courses has been finalized. All sections of an approved course do not have to carry the W2 designation. Once a course has approval for the W2 designation, future sections of the course retain the designation unless the faculty member removes the designation.

Faculty members who want to offer an independent study course with the W2 designation must have that designation approved by the Writing Across the Curriculum Committee before the usual course “add” deadline (one week from the start of classes).

Course Syllabus for W2 Courses

The syllabus for any course with the W2 designation should explain the assignments required of the student who wants to receive W2 certification (credit) for the course.

Course Enrollment for W2 Courses

During the first week of classes, professors receive confirmation rosters for all courses. For those courses designated W2, the confirmation rosters also have a section where each student who wishes to receive W2 credit for the course must indicate that intent. Students are reminded on this roster that

- Students cannot add their names to this list after the faculty member has returned the confirmation roster. However, students who add the course before the usual course “add” deadline (one week from the start of classes) may also add their names to the confirmation rosters at that time.
- There is no penalty—i.e., no notation appears on the student transcript if the student does not complete the requirements for W2 credit for this course.
- Students who do not make a “C” or higher in the course or who later drop the regular class cannot receive W2 credit or the course.

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- These rosters are used to generate separate W2 sections for each course. At the end of the semester faculty members report W2 credit on the W2 section roster. For each student on the W2 roster who has completed the W2 requirements for the course, the faculty member chooses the grade CR. All other grades are ignored. Successful completion is noted on the student's transcript and the student's course history. However, lack of completion is NOT noted on the student's transcript.

Academic Grievances and Appeals

A student who believes that he or she has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his or her academic advisor and should take the matter to the relevant department chair. If no resolution occurs at this level or if the department chair is the faculty member in question in the first instance, then the student should take the concern to the relevant area chair. Concerns remaining unresolved at this level should be taken to the Provost. Students shall take all concerns regarding graduation requirements and their fulfillment to the Registrar.

Academic Appeals

A student who wishes to appeal a policy or decision by the Office of Academic Affairs concerning interpretations of, or exceptions to, rules, procedures or decisions governing registration in courses and the management of academic records must make that appeal to the Committee on Academic Appeals. Examples of such appeals would include an appeal to drop a course with no mark after the no mark deadline or an appeal to withdraw from a course with a **W** after the **W** deadline.

To pursue such an appeal, the student should submit a formal petition in writing to the Registrar. This appeal should state the specific request being made and include some explanation of the situation relating to the request. The Registrar forwards the student's petition to the Committee on Academic Appeals, which reviews and rules on the appeal. The Committee notifies the student of the decision. Committee decisions are final.

Engaged Learning

The Hendrix Odyssey Program

Based on the faculty's longtime awareness of the educational value of engaged learning, the academic program titled, "Your Hendrix Odyssey: Engaging in Active Learning" was implemented in the fall of 2005 to encourage all Hendrix students to embark on educational adventures in engaged. Graduation requirements include the completion of an approved activity in at least three of the following categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research, and Special Projects. Students are given recognition on an engaged learning transcript for completion of approved Odyssey projects.

The criteria for the six categories are explicated in the Hendrix College Catalog. Policies on establishing Odyssey courses, applying for special Odyssey funds, and evaluating Odyssey

courses and experiences can be found in the Odyssey Program Guide or the Odyssey website (www.hendrix.edu/odyssey).

Internship Policies and Guidelines

Internships provide students with the opportunity to gain direct, practical work experience paired with intentional, academic learning components. This combination provides a rich environment for academic, personal and career-oriented growth and reflection. Through internships, students are encouraged to apply classroom theories to actual work site problems while also gaining valuable professional experience.

Administration

The Director of Career Counseling and Internships is responsible for administering and coordinating the internship program consistent with the policies and guidelines approved by the Hendrix faculty, for keeping records of internship experiences, for doing the necessary publicizing, and for making periodic progress reports to the faculty. Review and evaluation of the program is the responsibility of the Council on Academic Policy.

Eligibility

Internships are available to sophomores, juniors, and seniors in good academic standing. A shorter, more limited form of the internship, shadowing, is available to all students.

Requirements

In order to be considered an “internship” at Hendrix College, the following rules apply:

- A minimum of 120 hours of work over a minimum of 8 weeks with an internship site outside of Hendrix College,
- A maximum of two academic semesters, or one semester and one summer,
- Supervision by a member of the Hendrix Faculty, and
- Participation in the Career Services Internship Seminar.

Professionally-related experiences that do not meet these criteria may still qualify as “professional field experiences” appropriate for Odyssey credit in the PL category. See Odyssey Program Guide.

Internship Proposal Packet

All participating students must fully complete an Internship Proposal Packet (available through Career Counseling) before starting an internship. A complete proposal includes:

- Internship Site Experiential learning Agreement: *an agreement entered into by both the student and internship site. Includes project descriptions, responsibilities and objectives for student work and also expectations and outcomes from that work.*
- Faculty Internship Sponsor Academic Agreement: *an agreement between the student and Hendrix faculty member clearly outlining which type of credit the student is seeking and what academic objectives and requirements the student must fulfill.*
- Internship Program Waiver and Release Form
- Student Code of Professional and Ethical Conduct
- Approval of academic advisor and college registrar

Faculty Internship Sponsor

The faculty internship sponsor provides the academic framework for a student’s internship experience by identifying clear learning objectives and determining appropriate academic assignments. The faculty sponsor is responsible for assigning the grade/credit at the

completion of the internship. To that end, the Director of Career Counseling and Internships provides each faculty sponsor with information regarding the student's participation in and completion of the Career Services Internship Seminar class as well as the evaluation by his/her internship site supervisor.

Career Counseling Internship Seminar

During the internship experience, students are required to participate in an internship seminar (total of 10 hours) meant to build upon their work-site experiences and bridge the gap between student and professional. For summer internships the seminar is conducted using the College's online class platform, Moodle. The seminar includes professional development, career/personal exploration topics and assignments as well as group discussion on the nature and purpose of the student's internship.

Credit Options

- *Academic Course Grade*: the internship counts as a class in the student's schedule and the student receives a letter grade at completion.
- *Academic Course Credit (CR)—No Grade*: The internship counts as a class in the student's schedule and the student either receives CR (or not) at completion.
- *Odyssey Credit*: internships are pre-approved for Odyssey credit in the Professional Leadership Development category. Odyssey Credit can be sought concurrently with the academic course options above.

Students wishing to take an internship for grade or credit as a fifth class must pay the fifth class fee. **Only one “academic course grade” or “academic course credit (CR)-no grade” internship experience is allowed to count as a course credit toward graduation.**

Summer Internships

Student wishing to enroll for an internship for grade or credit over a summer may do so. For summer internships, the student selects either the spring semester before the experience or the fall semester after the experience to allocate the credit in his/her course load. These are only two options and one must be selected when the student adds the internship with the college registrar. If the spring semester is chosen, students receive an “NR” grade (No Report) until the internship requirements have been met.

External Internships through Institutional Partners

Hendrix recognizes internships undertaken at institutions with which it has a direct, formal institutional agreement. Such internships are reported through the course transfer process and do not need to be registered through the official College internship process. They are preapproved for Odyssey PL credit.

Off-Campus Courses and Programs

Hendrix has no regularly scheduled courses or academic programs on campus during the winter or summer breaks. Faculty wishing to propose off-campus credit-bearing courses or programs may do so subject to the following guidelines:

- The students pay for room, board, travel, incidental expenses, and Hendrix tuition on a per course basis;

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- With the exception of Hays Summer Scholarships, Hendrix financial aid may not be used to defray any costs of participating;
 - The total costs of the course or program must be covered by the revenues;
 - A detailed budget must be prepared and submitted to the Business Office for approval. Contact the Assistant Controller for more information;
 - Salaries and other expenses to be paid to the instructors are subject to the approval of the Committee on Faculty;
 - Purchasing aspects of any new approved course should be managed by the Office of Academic Affairs (for domestic offerings) or the Office of International Programs (for international offerings);
 - Any new courses must be proposed and approved by the faculty using the normal curriculum approval process, and existing courses being taught in a different format (i.e., over a shorter period than the normal semester) requires approval by the Committee on Curriculum;
 - Course offerings should conform to the Summer calendar or the proposals should contain a justification for any deviation;
 - Faculty assigned to teach these courses, whether Hendrix faculty or others, must be approved by the Committee on Faculty;
 - Proposals must be submitted in time to be approved at least one semester in advance of the proposed offering of the course (i.e., by the end of the previous Fall Semester for a summer course).
 - Students enrolling in these courses must be approved by the Dean of Students (for domestic offerings) and, for international offerings, by the Committee on International/Intercultural Studies and the Director of International Programs. Approved students must register for the class through the Registrar's Office.
 - Individual faculty wishing to offer a single course off-campus during the winter or summer breaks may propose them at any time, but students may not be recruited until the course and faculty have been approved.
 - Faculty wishing to propose programs (i.e., two or more courses) or to continue existing programs solicit faculty interest through announcements, etc., at least one year in advance of the proposed offering (i.e., in the Spring Semester of 2008 for the Summer of 2009) and distribute applications to those expressing interest in teaching in the program. Working in concert with the Associate Provost for Academic Affairs (for domestic programs) or the Director of International Programs (for programs outside the U.S.), the initiating faculty member reviews faculty applications and then prepare a list of proposed faculty and proposed courses. The proposal is then forwarded to the Committee on Faculty for its approval.

Students with Disabilities

Hendrix College endeavors to create an atmosphere in which diversity and individual rights of each member of the college community are respected. Students with disabilities have met the same rigorous admission standards as all other students. Some enter college aware of their problems and needs, while others discover them as they become engaged in the academic and social endeavors of college life. All Hendrix students are expected to uphold the College's Code of Conduct regardless of condition or disability. Consequences for violating academic policy or the Code of Conduct is applied equally to all students.

Hendrix College is committed to providing “reasonable accommodation,” in keeping with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Students requesting accommodations should contact Academic Success at (501) 505-2954 or brownj@hendrix.edu to make an appointment and begin the review process.

Students requesting accommodations must provide appropriate documentation of the disability, which should include a diagnostic assessment and a recommendation report prepared by a qualified professional outside Hendrix College. “Reasonable accommodation” is determined on an individual basis by College staff in consultation with the student, faculty and/or staff member. Accommodations are *not* retroactive.

Procedures

Students requesting accommodation must complete the following steps:

- Step 1.** Students should meet with the Director of Academic Success in an intake session. Information pertinent to their coursework and academic performance is discussed, and supporting documentation may be reviewed at that time.
- Step 2.** Students *must* provide appropriate documentation (diagnostic assessment and recommendation report) to proceed further with accommodation requests. Additional documentation may be requested by the College. Eligible students may apply for limited financial assistance for testing. Details and application for assistance are available through the Director of Academic Success.
- Step 3.** Following review of the documentation, accommodations may be recommended and communicated to the students’ professors confidentially.
- Step 4.** It is the students’ responsibility to discuss accommodation needs with individual instructors on an ongoing basis, including testing and out-of-class assignments.

Verification of Learning Disorder

A student requesting accommodations for a learning disorder must provide assessment results completed by a licensed professional. The assessment must include an evaluation of the individual’s present level of processing information and present achievement level. The assessment should also provide relevant data to aid in determining a need for academic accommodations.

Accommodations and Resources

Accommodations, as determined on an individual case-by-case basis, may include such things as:

- Note takers
- Taped textbooks
- Tutors
- Extended time on tests
- Test environment with fewer distractions
- A reader during exams
- A scribe to write dictated test answers
- A computer for writing test answers

Other accommodations may be established on an individual basis in consultation with the student, counselor, faculty and/or staff, and others as needed.

A number of resources are available to support a student's success at Hendrix, including academic tutoring, career services, counseling services, computer services, instructional media resources/facilities, library facilities and the Writing Center.

Students who believe that they have not received adequate or appropriate accommodation in an academic matter or faculty who are not satisfied with the proposed accommodations are encouraged to consult with Julie Brown (505-2954). Should this consultation not produce the desired results, the concern may be taken to the Provost of the College. In case of a non-academic matter, the Dean of Students should be contacted.

Bailey Library

As the center for intellectual endeavor at Hendrix College, the Library actively responds to the research and instructional needs of our students and faculty. The Library works with all members of the Hendrix community to establish a nurturing environment that promotes scholarship, learning, creativity, and the freedom of inquiry that is the foundation of a democratic society.

Bailey Library houses library collections, Interlibrary Loan Services, Reference Services, the Hendrix College Archives, the United Methodist Archives, a student computer lab, a writing lab, 24-hour study rooms, an electronic bibliographic instructional lab, and a media classroom.

Effective library use is proven to be a major contributor to scholarship and academic success. Benefits to library use span from developing life-long research skills to knowledgeably navigating the world of learning, from approaching research questions strategically to the elevation of the mind. Since many students arrive at Hendrix with poor or nonexistent research skills, the Library relies on faculty to educate students about information literacy by inviting librarians into their classroom to teach students about critical scholarly resources and search techniques. Devoting even one 50-minute session can dramatically affect the quality of students' research outcomes. Faculty can contact any of the librarians to schedule information sessions

The First Step to Effective Research: Ask a Librarian

Librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of academic information. Students and faculty alike can save countless hours simply by asking a librarian to recommend reference works, research databases, Internet sites, or library collections that are appropriate to their research needs. Librarians additionally provide individual reference assistance, tours, and online guides. If needed information is not in the Bailey collections, then librarians can identify relevant materials within other libraries' print and electronic collections and can provide easy access through Interlibrary Loan. Each academic department has a subject librarian liaison to foster communication, promote library instruction, and assist in acquiring materials faculty members judge essential to supporting curricular programs and undergraduate research. Contact the Library Director to see which faculty librarian is supporting which department.

Bailey Library Hours

Monday through Thursday	8:00 a.m. – midnight
Friday	8:00 a.m. – 5:00 p.m.
Saturday	noon – 5:00 p.m.
Sunday	2:00 p.m. – midnight

Collections and Access to the World of Knowledge

The Library boasts an outstanding small academic collection with almost 265,000 bound volumes, nearly 31,000 ebooks, and over 65,000 electronic journal titles. Print collections, as well as most of the Library's electronic resources, including many full text journals, are accessible at <http://www.hendrix.edu/baileylibrary>. Access to books and journal articles not available in the Bailey Library can be requested through Bailey's Interlibrary Loan Service. On average, it takes requested materials three days to arrive. However, some digitized articles arrive within the hour while some materials take as long as six weeks.

Students may borrow books and materials from the main book collection for three weeks and reserve items for shorter periods of time. Faculty may borrow books for up to a year. Reference books and periodicals are expressly for use in the Library.

Presentation of a valid college identification card or an appropriate library card is necessary to borrow library materials. The privilege of borrowing the intellectual content of the Library requires a commitment to care responsibly for books/items, return items on time, and pay for damages and late charges as necessary. Members of the Hendrix community can also borrow materials from the University of Central Arkansas' Torreyson Library with their Hendrix ID. Moreover, WorldCat, a database containing library catalogs worldwide, is available through the Library's "databases" web page.

Electronic journals can be accessed via the Library's Journals List available from the Bailey website. Current issues of journals, along with the backfiles, are on Bailey Library's first floor. The reference collection, microforms, and government documents are also on the first floor. The second floor has main collection books, including juvenile books, the Hendrix College Archives, and group study rooms.

Developing effective academic library collections is the responsibility of the entire Hendrix community. Students and faculty take an active interest in building collections. Students are invited to share their ideas about titles and services with any of the librarians. Within academic departments, CHOICE cards are circulated by the Library, and faculty members are encouraged to select materials from these cards, publishers' catalogs, or other professional resources. As per the procedures of the academic department, a faculty member's selections should be sent to his/her department chair for approval or sent directly to the subject librarian liaison. Some indication of priority is helpful. The Director of the Library, in consultant with appropriate faculty, students, and librarians, bears the ultimate responsibility for collection decisions and uses library funds judiciously to meet the needs of all areas of the College.

Media Collections

The Library's Media Collection contains about 3000 DVDs/Blu-rays of popular and academic titles, many of which are browseable on the first floor of the library, and over 1000 CD's including classical, jazz and popular--all available for 1-day checkout. These are available at the Bailey Library Check-Out Desk. Many of the titles in our collection are placed by faculty

on reserve so that they can be viewed in-building in Bailey Library in media carrels by students for a particular course. All video and music titles are searchable on the Library's online catalog. The Library also circulates audio-visual equipment including camcorders, digital cameras, audio players and headphones from the Information Desk of the SLTC.

The Hendrix College Archives

The Hendrix Archives exists as a repository for Hendrix memorabilia and important College documents and records. It also contains collections of rare books and Arkansiana. The Archives is open by appointment.

Arkansas United Methodist Archives

Operated by the Arkansas Conference of the United Methodist Church, the Arkansas United Methodist Archives is located on the second floor of Bailey Library. The collection includes records relevant to the history of Arkansas Methodism.

Mills Collection

Wilbur D. Mills' papers are housed in Bailey Library. These papers span the former U.S. Representative's thirty-eight years in Congress, including the period 1957-1975 when Mills chaired the powerful House Ways and Means Committee. The late Wilbur Mills was a Distinguished Alumnus and former Trustee of Hendrix College. The Mills Collection is open to researchers by appointment.

Media Center and Oathout Technology Center (Student Life and Technology Center)

The Media Center, with offices in the Oathout Technology Center and housed in the Student Life and Technology Center, provides classroom technology services and media event support and recording to the Hendrix community. As a department within the Technology Services Division, the Media Center collaborates on new academic initiatives in live streaming, videoconferencing, and multimedia production.

For events in which there is a large off-campus audience, the Media Center offers live video streaming of campus events. For intercollegiate collaborations, candidate interviews or guest lectures, the Media Center provides videoconferencing room-systems on campus for formal videoconferencing, while simple web-conferencing, such as Skype, can be accomplished in various other locations on campus, with planning.

The Media Center works with campus constituents to find simple, reliable software and processes, in support of academic multimedia projects and initiatives. It provides support and materials for finished projects, including rendering and posting multimedia projects and printing flyers, posters, and 3D printed objects.

Classroom and Event Support

The Media Center provides media support for faculty in their classrooms by installing and maintaining accessible, user-friendly audio visual technology in classrooms across campus.

Over 50 teaching spaces house audio visual equipment. The Media Center delivers audiovisual equipment to any indoor space on campus, as needed. The Media Center also supports events in the larger venues: Staples, Reves, and the Worsham Performance Hall.

Oathout Technology Center Hours

The Oathout Technology Center is accessible via Hendrix I.D. card when the Student Life and Technology Center is open. However “The Bridge” in the Oathout Technology Center is staffed the following hours:

Monday-Thursday.....	8:00 a.m.10:00 p.m.
Friday	8:00 a.m.5:00 p.m.
Saturday	Not staffed but open
Sunday	2:00 p.m.10:00 p.m.

Faculty Instructional Technology

Faculty Instructional Technologies, housed in the Bailey Library, assists faculty members in the use of academic software, including administration of the Moodle Learning Management System (for faculty and students), and other subject-specific software such as SPSS, ArcGIS, Practica Musica, Tegrity, and others. FIT consults with faculty and staff on the use of teaching / learning technologies including symposiums and presentation technology.

Assistance with project creation and providing resources to faculty are offered. FIT introduces emerging technologies through pilot projects, and provides general technology assistance, upon request, to improve teaching with technology at Hendrix.

Testing and Course Placement for New Students

Soon after their arrival on campus in September, Hendrix freshmen take placement examinations. These examinations help determine a student's level of achievement in certain fields. Students should not be placed in subjects which may be too advanced, nor should students repeat material they have previously learned. The tests are as follows:

English Usage. The English Department recommends placement of students in English courses on the basis of their high school record and their scores on board tests (ACT) or (SAT).

Foreign Language. Students who have had two years or more of French, German, or Spanish in high school must take a written placement evaluation, offered to all new students during Orientation.

Mathematics. The Mathematics Department *recommends* placement of students in math courses on the basis of their high school record and their scores on the American College Test (ACT) or the Scholastic aptitude Test (SAT). Students majoring in chemistry, physics, or, of course, mathematics or computer science, must take calculus, while some majors require at least one **precalculus course**.

Music. A music theory test is given to incoming prospective music majors. Students may "test out" of Music 201 *Basic Musicianship Skills*. Credit for this course is granted upon the student's successful completion of Music 202 *Introduction to Diatonic Harmony*. Credits can be validated by completing the next advanced music theory course.

English Course Placement for International Students

All entering, degree-seeking international students are given an ENGL placement test by Hendrix College. The purpose of the test is to evaluate international students' English language

skills in reading, listening, speaking, and writing. It is designed and administered by the English Evaluation and Placement Committee. An international standardized test such as TOEFL (Test of English as a Foreign Language) does not substitute.

Based on its review of appropriate materials, the English Evaluation and Placement Committee will:

- Place the student ENGL 118 *English for Academic Purposes I*, or
- Place the student in ENGL 119 *English for Academic Purposes II*, or
- Recommend the student for ENGL 110 *Introduction to Academic Writing*, or
- Recommend the student for a 200-level English literature course.

The Committee also reviews students' English skills at the end of their semester in ENGL 118 or 119 to determine proper placement or recommendation, and a student may be required to repeat a course if insufficient progress has been made. ENGL 118 and 119 are taught for credit/no credit, and students receive a grade of "NC" (no credit) until placed or recommended for a higher course.

Students are enrolled in ENGL 118 or 119 the semester they receive such placement. Students shall not enroll in ENGL 119 ENGL 210, or an ENGL/ENGF 200-level literature course before they have received recommendation from the committee. A recommendation of ENGL 110 or a recommendation of ENGL/ENGF 200-level literature class, however, is a recommendation only. Each advisee should know that the recommendation is based on review of the student's writing by Hendrix professors and is considered to be in his or her best interests relative to academic success at Hendrix.

Students currently enrolled in ENGL 118 or ENGL 119 have the option of requesting extra time (time and a half) on tests in their other classes. Students wishing to receive this help must contact their professors and Academic Support Services at least three days before the test on which they would like extra time.

English Placement and the College's Graduation Requirement in Writing

Neither ENGL 118 nor ENGL 119 may be used to meet the College's Level I writing requirement (W1). Upon recommendation for ENGL 110, ENGL 210 or an ENGL/ENGF 200-level literature course, an international student may proceed to complete the W1 requirement by completing (and passing) any one of the following: ENGL 110 (W1), ENGL 210 (W1), Writing Exam (W1), and ELG or ENGF 200-level course coded LS W1.

Departmental and Program Budgets

Departmental and Program budget requests are prepared and submitted by the chairs of the various departments. Chairs are encouraged to consult with members of the departments or programs and with the area chair in preparing the request. An appropriate schedule and procedure for submission of the budget request is established each year by the Dean and the Vice President for Business and Finance. The schedule must allow for full consideration of all requests in time for the drafting of the total college budget for presentation to the Executive Committee of the Board and then to the full Board at its spring meeting. Notification of departmental budget approval is made by the Office of Business and Finance to chairs as soon as possible after the Board approves the total college budget, normally in April for the succeeding fiscal year.

The chair is then responsible for the administration of the budget, and all requests for budget expenditures by other members of the department or program should be approved by the chair.

Some incidental office supplies may be obtained at the Business Office or the College Bookstore. Purchases from outside sources should be arranged through the area or building secretary or through the Business Office. Purchase orders must be created for every purchase with the exception of personal reimbursements.

The form used for reimbursement requests is available at http://www.hendrix.edu/business/printable_forms.html.

Student Assistants

Student Assistants for research, secretarial, laboratory, or clerical work are provided through the Office of Financial Aid, subject to limitations of budget and student availability. There are two types of work study programs available on the Hendrix campus: Federal Work Study (FWS) and the Hendrix Work Program (HWP). No student will be allowed to work until a fully completed hiring packet is on file with the Financial Aid office. Direct students to www.hendrix.edu/getworkstudy for more information and to download the packet.

Federal Work Study eligibility is based on financial need as determined through the FAFSA. Students who qualify for FWS will have this award indicated on their financial aid award notification. The maximum award for this program is \$2,000 for the year. Students may not work in excess of their awarded amount. The departmental budget is charged for 100% of the wages earned under this program.

Students who do not qualify for federal work-study can be hired through the Hendrix Work Program. Any student eligible to work in the U.S. may qualify for this program. The number of hours the student works depends upon the department's budget and the agreed upon work schedule. The departmental budget is charged for 100% of the wages earned under this program.

Students approved for Federal Work Study (FWS) should receive hiring priority for two important reasons: FWS students demonstrate true need over Hendrix Work Program students, and the College is required to spend its FWS allotment, or else it may be decreased. If no FWS student meets the criteria or needs of a supervisor, then an HWP student can be hired.

To hire a work study student, job descriptions must be listed online through "Hire Hendrix." More information can be found at www.hendrix.edu/hireworkstudy. Please consult with your department chair or area assistant for the full policy and guidelines.

Foreign Language. Students who have had two years or more of French, German, or Spanish in high school must take a written placement evaluation, offered to all new students during Orientation.

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Students approved for Federal Work Study (FWS) should receive hiring priority for two important reasons: FWS students demonstrate true need over Hendrix Work Program students,

and the College is required to spend its FWS allotment, or else it may be decreased. If no FWS student meets the criteria or needs of a supervisor, then an HWP student can be hired.

To hire a work study student, job descriptions must be listed online through “Hire Hendrix.” More information can be found at www.hendrix.edu/hireworkstudy. Please consult with your department chair or area assistant for the full policy and guidelines.

H. Benefits and Support

Family and Medical Leave Act

An employee is eligible for family and medical leave if he or she has worked for Hendrix College for at least 12 months and has worked at least 1,250 hours during the 12-month period before the leave is to begin.

Reasons for the Leave

An employee is entitled to take up to 12 workweeks of leave:

- to attend to the birth, adoption or foster care placement of the employee's child
- to attend to the serious health condition of the employee's child, spouse or parent, or
- to receive care for the employee's own serious health condition.

A serious health condition means an illness, injury, impairment, or physical or mental condition during which the employee is incapable of working that involves:

- treatment requiring inpatient care in a hospital, hospice or residential care facility, or
- continuing treatment by a health care provider for a condition that lasts more than three consecutive days, or for pregnancy or prenatal care or for a chronic health condition which continues over an extended period of time, requires periodic visits to a health care provider and may involve occasional episodes of incapacity, such as serious asthma or diabetes.

It also includes a permanent or long-term condition such as Alzheimer's, a severe stroke and terminal cancer. In addition, leave may be used to cover absences due to multiple treatments for restorative surgery or for a condition which would likely make the employee incapable of working for more than three days if not treated, such as chemotherapy or radiation treatments for cancer.

Types of Leave

Leave due to the birth or placement of a child must be taken in one continuous 12-week segment and must be taken within 12 months of the birth or placement of the child. An employee may take leave due to the employee's own or a family member's serious health condition in:

- one continuous 12 week segment
- an intermittent schedule, such as one day off each week, or
- a reduced schedule, such as beginning two hours late, twice a week.

Notice of Leave

If an employee's need for leave is foreseeable, he or she must give 30 days prior notice if possible.

If an employee's need for leave is due to a planned medical treatment, he or she must make every attempt to schedule the treatment so as not to unduly disrupt the work of his/her department. If the employee's need for leave is not foreseeable, he/she must request it as soon as possible.

Medical Certification

If an employee requests a leave due to his or her own or a family member's serious health condition, s/he must provide medical certification from an appropriate health care provider. The medical certification must include the date on which the condition began and its probable duration. The employee may be denied leave if he/she does not provide satisfactory certification. Hendrix College may also require a second opinion or third opinion as to a serious health condition, at the College's expense, prior to approving the leave.

Outside Employment

An employee may not work for outside employers while on family and medical leave with Hendrix College.

Returning to Work

If an employee's leave is due to his or her own medical condition, the employee is required to provide medical certification that he or she is able to resume work before returning. The health care provider must provide a statement that the employee is able to return to work and to perform the essential functions of the employee's job.

Upon returning to work, the employee will be restored to his or her former position or to an equivalent position with the same employment benefits and pay, if possible. If the employee does not return to work at the end of the leave and/or does not notify Hendrix College of his or her status, the employee may be terminated.

Employee Benefits

Faculty who are granted leave under this policy are advised that the College will continue to provide health care coverage and will continue life insurance payments. All benefit costs normally paid by the faculty member are the responsibility of the faculty member. The time a faculty member is on Family or Medical Leave should be counted as continued service (i.e. no break in service) for other benefit plans.

Personal Leaves of Absence [Operating Procedure]

Personal leaves of absence are separate from and in addition to leaves of absences which may be granted pursuant to the Family Medical Leave Act, the policy for which appears immediately before this section. For the purposes of this section, the term "faculty" refers to those members of the Hendrix faculty whose annual contracts are for periods of less than 12 months and who do not accrue sick or vacation leave salary benefits. For all other members of the faculty, the personal leave policies in the Staff Handbook apply. Contact the Director of Human Resources for more information.

Personal Leaves of Absence for faculty members are approved by the Provost only upon showing of adequate personal reason. Personal leaves of absence may be full-time or part-time. Normally such leaves will be unpaid and will not affect one's eligibility for tenure or sabbatical leave.

In exceptional circumstances, the President can place a faculty member on leave when the College finds it necessary to cover a major portion of the faculty member's assigned duties.

Except in special circumstances and with prior agreement, no leave will extend beyond the equivalent of one academic year of consecutive service. Even when extending beyond one academic year, a leave is only granted one year at a time.

Maternity Leave

The details of a faculty member's maternity leave are negotiated with the Provost. The standard maternity leave consists of one semester away from the College and $\frac{3}{4}$ salary for the year in which the semester off occurs.

Disability Leave

The College provides an optional long-term disability insurance policy. Faculty members are strongly encouraged to participate in this program. Should a lasting disability occur, the College's group disability insurance policy begins paying benefits after a continuous period of disability of six months. Therefore, in cases of disability leave, leave with pay will normally be limited to the equivalent of six months of service or until the disability insurance would begin paying benefits, whichever comes first. If a faculty member chooses not to participate in the optional long-term disability insurance program, leave with pay will generally not extend beyond six months.

Military Leave

Faculty members drafted by the military service of the United States, and those who are members of the Reserve or National Guard units called into active duty, are entitled to leave of absence from the College. Such leaves will be without pay and will not be construed as breaking the continuity of employment, provided the faculty member returns to the College, in accordance with the Selective Service and Training Act.

Jury and Witness Duty Leave

Hendrix College recognizes that serving on a jury is not just a privilege, but a civic duty of its employees. If called to jury duty, the Faculty member will continue to receive regular salary while serving as a juror. Any compensation received for jury service will be in addition to the Faculty member's regular salary. In all cases, the faculty member must give the College advance notice of the leave.

Retirement

Retirement Policy [Operating Procedure]

Upon retirement, a faculty member relinquishes any continuing contract (tenure), and the obligation of the College to pay premiums on retirement, or annuity contracts for the employee ceases.

The College will pay 25% of the premium for a Medicare supplement insurance policy for any employee and spouse (if applicable) who is retired and meets the following conditions: is 65 years of age or older, began after August 2, 2012, and has at least 15 years of service at the College. The College will continue to pay the portion of premiums paid for all active employees who are retiring early and meet the circumstances outlined below.

1. He or she has activated and is receiving benefits payable under the TIAA/CREF retirement program and/or the Social Security Program, and

2. He or she is at least 55 years old and has at least 20 years of service at the College, or is at least 60 years old and has had at least 18 years of service at the College, or is at least 62 years old and has at least 15 years of service at the College.

Any exceptions to this policy must be approved by the President and the Executive Committee of the Board of Trustees.

Phased Retirement Policy [Operating Procedure]

Hendrix College realizes that senior members of the faculty contemplating retirement may wish to continue to teach, but not at a traditional full-time level. The Phased Retirement Program (PRP) allows a senior faculty member to make a gradual transition from full-time teaching to full retirement while minimizing the financial losses incurred by participating in the program. The PRP will usually provide for the employment of a new Assistant Professor when a senior faculty member enters the program, thus allowing for some flexibility in staff assignments while the senior faculty member participates in the program. The senior faculty member will enter a written agreement with the College that provides an appointment for a fixed term of service with specified duties and responsibilities. During his or her participation in PRP, the faculty member may not return to full-time teaching. At the end of the PRP term, the faculty member must assume emeritus or emerita status as a retired member of the faculty. The faculty member may elect to access TIAA-CREF retirement funds for all or part of the PRP. A faculty member's term of appointment in the PRP may not be less than one year nor more than three years. Any faculty member participating in PRP may elect to retire prior to the end of the fixed term of the PRP by notifying the Provost at least six months prior to the intended retirement date.

- A) **Eligibility.** To be eligible to participate in the PRP, a faculty member at Hendrix College must
 - 1) Have tenured faculty status in an academic department or be a full-time member of the library faculty;
 - 2) Have served a minimum of ten full-time equivalent years at Hendrix College with faculty status as of July 1 prior to entering PRP.
- B) **Application Procedure.** To apply for PRP, eligible faculty members must present written plans to their department chairs, appropriate area chair, and Provost not later than September 30 of the year prior to the academic year in which they plan to enter PRP. Once a faculty member enters PRP, the only means of withdrawing from it is through full retirement. Each plan must contain suggested duties and obligations, equivalent to a half-time faculty appointment that the faculty member will assume while participating in PRP. The Provost may accept the suggested obligations and duties or may work with the faculty member to develop an acceptable plan.

By July 1 of each year, every member of the faculty participating in PRP must submit an annual activities report to the Provost. This report may propose changes to the participant's activity plan.

The Provost and the faculty member (with appropriate consultation from the faculty member's department chair) may mutually agree to revise the duties and responsibilities set forth in the faculty member's activities plan.

- C) **Salary and Benefits** – Faculty members participating in PRP will sign a written agreement that sets forth the compensation for a faculty member in the program. The actual amount of compensation will be determined in consultation with the Provost. The base salary will be adjusted each academic year in the same manner that the base salary of all regular full-time faculty members is adjusted.

The faculty member participating in PRP, by working at least one-third time, will remain eligible for benefits such as the health plan, College contribution to TIAA-CREF, the College tuition benefit, travel support, and the group disability plan for active employees. The faculty member will not be eligible for sabbatical leave.

Retirement Plan

All full-time employees are eligible to participate in the TIAA-CREF retirement plan for Hendrix College faculty and staff. Full-time employees, for this purpose, are those who work at least 40 hours per week for at least nine months of the fiscal year.

After a person has been a full-time employee for two years, the College will contribute an amount equal to 2.25% of his or her regular salary (excluding overtime) into the TIAA-CREF retirement program without regard to any employee contribution into the program. The College will contribute an additional amount equal to 2.25% if the employee's regular salary is matched by the employee. After a person has been a full-time employee for six years, the College will contribute an amount equal to 8.5% of his or her regular salary into the program with no requirement for employee matching.

An employee may make additional contributions into the program beyond any required matching contributions at his or her option. These contributions may be made on a tax-deferred basis within legal limits.

<i>Length of Employment</i>	<i>Institutional Cont.</i>	<i>Required Employee Cont.</i>
0 - 2 Years	-0-	
3 - 6 Years base	2.25%	-0-
matches	2.25%	2.25%
Over 6 Years	8.5%	-0-

Tuition Remission/Exchange Program

The College provides Tuition Remission/Exchange as an educational benefit for employees and their dependents as recognition of its commitment to higher education. Benefits are provided at the discretion of the College and are subject to amendment or termination.

Initial Employee Eligibility Criteria

For the purposes of the Tuition Remission/Exchange Program, initial eligibility is determined as follows: any active employee with a status of full-time or limited full-time, or an hourly employee who worked a minimum of 1,400 hours in the preceding year. *Limited part-time and temporary/seasonal employees are not eligible for tuition remission.*

Remission Eligibility

Employees who meet the initial employee eligibility criteria above qualify for remission according to the following:

- One course per semester for academic credit for eligible employees who have been employed for at least three months
- Supervisor permission received and arrangements for a satisfactory alternate work schedule established to ensure a full eight-hour work day.
- Office of Academic Affairs permission granted to ensure that class participation will not create a class space issue and that necessary prerequisites have been satisfied.
- Registration process completed by employee.

Initial Dependent Eligibility Criteria

Employee's dependents are eligible for tuition remission according to the following schedule.

Prior service credit awarded for:

- Employment at other institutions of higher education immediately prior to employment at Hendrix College; OR
- Equivalent professional experience

The applicability of equivalent professional experience will be determined by the President of the College on a case-by-case basis.

The prior service credit awarded can be used to satisfy the eligibility requirements.

- Employed by College for less than two years, eligible dependents will receive a waiver of one-fourth of tuition.
- Employed by College for at least two years but less than five years, eligible dependents will receive a waiver of one-half of tuition.
- Employed by College for five years or longer, eligible dependents will receive a waiver of full tuition

The appropriate waiver will be applied the semester immediately following the appropriate anniversary date. Example: A new employee is hired on May 2, 2004. On January 18, 2009, the employee's son has met all of the admission requirements, and is approved for tuition waiver. For the first semester, one-half of the tuition would be waived. The full tuition waiver will begin with the fall semester in August 2009.

Any exceptions to this policy must be approved by the President (or the Board of Trustees in the case of the President).

Eligible dependents will be defined as:

Spouse/Domestic Partner: A person currently legally married to an eligible employee or an eligible employee's domestic partner who has been certified by the Human Resources Director.

Children: A child age 24 or under who is dependent on the eligible employee for the majority of his/her support. To be considered dependent, the child must be a son or daughter by birth, current marriage, or adoption, or have the eligible employee as their legal guardian. If the child is married, the spouse is not eligible to receive the tuition remission benefit.

Spouses and dependents must meet the admission requirements of Hendrix College and must maintain the continuing academic standards required of all students at the College.

High school students wishing to take one or two courses, and who are admitted to the College as a special student, will be eligible for tuition remission.

Application Procedure

Tuition Remission Applications are available at the Office of Human Resources. Each person must complete a Tuition Remission Application form per academic year (if enrollment plans are known) or per semester. Tuition Remission Application forms must be completed and submitted by the following deadline(s):

July 1 for fall and spring semesters.

December 1 for spring semester only.

Part-time students - 30 days prior to the beginning of each semester.

All parents of unmarried dependent children applying for tuition remission, and any employees or spouses who plan to enroll, are encouraged to file a Free Application for Federal Student Aid (FAFSA) with Federal Student Aid Programs. If more than one student from a family is applying for tuition remission, then a separate FAFSA should be filed.

Ongoing Eligibility Criteria

Academic

Students must attain at least a 2.0 cumulative grade point average after the equivalent of four semesters of full-time course work at Hendrix College. Those not meeting this criteria will lose their tuition remission for at least the next two semesters, and until they achieve a 2.0 cumulative grade point average.

Employment

If an employee resigns, retires, or is terminated during the course of a semester, the employee, the employee's spouse and dependent children will receive tuition remission on a pro rata basis only for the courses in which they are currently enrolled, OR may have original

scholarship if student was eligible as an entering freshman. For example: If the employee leaves after ten weeks of a fifteen-week semester, two-thirds tuition remission would be granted. Upon completion of those courses, they will lose eligibility for tuition remission.

Marital

If an employee is divorced during the course of a semester, the employee's spouse will continue to receive tuition remission only for the courses in which he/she is currently enrolled. Upon completion of those courses, the former spouse will lose eligibility for tuition remission.

Dependent Child's Age

Dependent children who reach the age of 25 during the course of a semester will continue to receive tuition remission only for the courses in which they are currently enrolled. Upon completion of those courses, they will lose eligibility for tuition remission.

Death and Disability

Eligible dependents will continue to receive tuition remission on the following basis:

- Employed by College for less than two years, eligible dependents will receive a waiver of one-fourth of tuition.
- Employed by College for at least two years but less than five years, eligible dependents will receive a waiver of one-half of tuition.
- Employed by College for five years or longer, eligible dependents will receive a waiver of full tuition.
- The foregoing applied only to courses taken at Hendrix College.

Retirement

Eligible dependents will continue to receive tuition remission on the following basis:

If the employee has served the College for a minimum of 15 years, those eligible will receive full tuition remission.

- If the employee has served the College for at least 10 years and less than 15 years, tuition remission will be pro-rated according to the number of years of service. If a person has begun a new year of employment, s/he will be given credit for a full year of service. For example: Ten years, two months of service equals 11 years = 73.3% remission.
- Tuition remission (whether full or pro-rated) will only be granted to those eligible dependents who are eligible at the time of retirement.

The foregoing applies only to courses taken at Hendrix College.

Limits and Exclusions

Tuition Remission applies only to the College's tuition charge. Fees and any other charges are specifically excluded. Tuition remission applies only to courses taken for academic credit. The limit of a recipient's tuition remission is determined as follows:

A single recipient's full tuition remission is limited to 8 semesters or 36 credits, whichever is longer.

- Graduate courses are covered by this policy; however, if a student has already received 8 semesters or 36 credits of tuition remission but is still eligible under the preceding criteria, he/she will be entitled to one-half tuition remission.

Determination of Tuition Charges for Eligible Dependents

The following process will be used to determine the amount of tuition remission for which a student is eligible.

- Begin with the full tuition amount and subtract the appropriate amount based on whether the eligible dependent is qualified for full, half, or quarter tuition remission.
- Subtract the total of all external forms of financial aid which a student receives from the previous amount. The only exception to this will be if an award had been specifically designated by the awarding body to be used for a charge other than tuition. Examples of external forms of financial aid include, but are not limited to 1) Pell Grants; 2) National Merit Scholarships; and 3) State of Arkansas Scholarships.
- With the exception of certain awards, no Hendrix funded sources of aid can be applied for those receiving tuition remission awards. Questions about individual cases should be directed to the Director of Financial Aid.

The amount of tuition charged the dependent will be the amount determined from the preceding steps. If this calculation produces a negative number, then the amount of tuition charged will be \$0.

Note that tuition remission will not be used to give a student aid in excess of the total tuition bill, unless the student is eligible to receive federally-based grants and assistance. Tuition remission students are eligible to apply for campus employment and loans.

Tuition Exchange Program and Associated Colleges of the South (ACS)

Hendrix College is a member of Tuition Exchange, Inc. Through that program, members of the immediate families (children and spouses) of full-time Hendrix College employees may be eligible for tuition exchange “scholarships” at other member institutions. The number of a Hendrix employee’s dependents who may be placed in other institutions through this program is contingent on the number of dependents from other member institutions who elect to attend Hendrix. Therefore, there can be no guarantee that the College will be in a position to certify an employee’s dependents for Tuition Exchange “scholarships” in any given year.

Employees wishing to have their dependents certified for placement in the tuition exchange program should apply to the Provost no later than January 30th in the academic year preceding the desired placement. In the event the number of applications is greater than the number of certifications the College is authorized to make in a given year, selection will be made on the basis of the seniority of the employee whose dependents’ applications are in question. In case of equivalent seniority, selection will be made through a random process.

The eligibility of faculty and staff member dependents in this program is parallel to the schedule of the Hendrix tuition waiver for the same group:

- If the employee has been employed by the College for less than 2 years, family members are eligible for certification for two semesters in the TE program.
- If the employee has been employed by the College for at least two years but less than five years, family members are eligible for certification for four semesters in the TE program.
- If the employee has been employed by the College for five years or longer, family members are eligible for eight semesters certification in the TE Program.

After an employee is certified by the Provost, the Office of Student Financial Assistance will be notified. All further contact of the student with TE will be conducted through that office. Student Financial Assistance conducts the reporting of the Hendrix participation to the TE program.

Certification of a Hendrix employee for participation in the TE program does not guarantee admission in the host college or university. Normal admission standards in the other institution must be met. A modest placement fee is payable by the dependent being placed at the time of his or her placement.

At some participating institutions, the TE “scholarships” may not cover tuition costs. In such cases, the student will be responsible for any differences.

Access to this program by dependents of employee’s who have died, retired, or become disabled is governed by the policy applicable to the Hendrix College Tuition Waiver program.

Medical Insurance Plan

Hendrix College offers a medical insurance plan and bears a substantial cost of this plan for all full-time employees and eligible dependents. Coverage is effective immediately from the first day of employment. Information detailing the specific provisions of the current coverage may be obtained from the Human Resources Department.

Group life insurance

The College pays for the full cost of a term life insurance policy with a face value equal to the current base salary rounded to the next thousand for each full-time employee.

Section 125 Cafeteria Plan

All full-time employees are eligible to participate in a plan that allows them to withhold up to \$2,500 per year for unreimbursed medical expenses for themselves and their eligible dependents, and up to \$5,000 per year for dependent/child care expenses on a pre-tax basis. This plan reduces the employee’s federal, state and FICA withholdings, thereby increasing the employee’s net pay. In addition, each employee may purchase voluntary insurances under the cafeteria plan. Currently, Hendrix offers dental, term life and cancer

insurances. Also available on a voluntary “after-tax” basis are long-term disability, short-term disability, whole life and long-term care plans.

Salary payment

Salaried employees are paid once a month on the next to last regular workday of the month through direct deposit.

Social Security and Medicare

All employees of the College are covered by the Social Security program.

Workers Compensation

In accordance with the governing state law, Hendrix College provides income benefits and reimbursement of medical care and rehabilitation services due to job-related injury or illnesses.

Identification Card and Dining Dollars

Each employee is issued a photo identification card. Faculty members receive \$100 credit per semester to their card for use in the college’s dining facilities. Additional amounts can be purchased at the business office. Online management of your account may be done at this site: <http://www.hendrix.edu/onecard/default.htm#> . The identification card is also used at Bailey Library to check out books.

Conduct Standards

Drug and Alcohol Policy

Hendrix College strives to maintain a workplace free of drugs and alcohol and to discourage drug and alcohol abuse by its employees.

Alcohol

Employees are prohibited from using or being under the influence of alcohol while performing Hendrix College business on the Hendrix College premises or a worksite. At the direction of the President, Executive Vice President or Vice President, this requirement may be waived for special events that occur after normal business hours. Employees who conduct business under these special circumstances should maintain an appropriate level of professionalism.

Illegal Drugs

Hendrix College employees are prohibited from using or being under the influence of illegal drugs while performing Hendrix College business, either on-campus or off. You may not use, manufacture, distribute, purchase, transfer or possess an illegal drug while in Hendrix College facilities or while performing Hendrix College business.

Disciplinary Action

Employees who violate this policy may be disciplined or terminated, even for a first offense. Violations include refusal to consent to or comply with testing, and/or search procedures as described.

Searches

Hendrix College may conduct searches for illegal drugs or alcohol on Hendrix College facilities without prior notice. Such searches may be conducted at any time. Employees are expected to cooperate fully.

Searches of employees and their personal property may be conducted when there is reasonable suspicion to believe that the employee has violated this policy or when circumstances or workplace conditions justify such a search.

An employee's consent to a search is required as a condition of employment and the employee's refusal to consent may result in disciplinary action, including termination.

Drug Testing

Hendrix College may require a blood test, urinalysis, hair test or other drug or alcohol screening of employees suspected of using or being under the influence of drugs or alcohol or where other circumstances or workplace conditions justify such testing. The refusal or consent may result in disciplinary action, including termination.

Smoking Policy

Effective August 1, 2013, tobacco products are prohibited from use on the Hendrix College campus, including parking lots, grounds adjacent to buildings, and athletic fields. Employees who violate this policy are subject to disciplinary action.

Communication of Policy:

This policy will be communicated to the campus community via the College website. In addition, reference to this policy will be added to the College's faculty handbook, employee handbook, and student handbook. Information regarding this policy shall be communicated to guests upon request. Each building will display a decal stating that the campus is tobacco free.

Compliance:

All Hendrix College students, faculty, staff, contractors and visitors are expected to comply with this policy. Members of the campus community are empowered to respectfully inform others about the policy and may also report violations to Hendrix College Public Safety. Violators approached by Hendrix Public Safety may receive a warning, a citation for \$50 or referral to the appropriate authority outlined below. Surrounding public streets and sidewalks are not under the purview of College policy.

Repeat violators will be subject to the following:

1. Students will be referred to the College disciplinary process.
2. Employees will be referred to their respective units for progressive discipline.

3. Contractors will be referred to their respective employers for appropriate action.
4. Visitors will be required to leave the campus.

While this policy is enacted to eliminate use on our campus, we encourage members of our community to consider options to eliminate all tobacco use. To learn about tobacco cessation programs, contact the Hendrix Office of Human Resources.

Harassment Policy

Hendrix College affirms the principle that its students, faculty, and staff have a right to be free from harassment based on age, race, gender, disability, sexual orientation, or national origin by any member of the academic community. All members of the academic community should support the principle that any harassment represents a failure in ethical behavior and a breach of trust. Individuals who feel that they have been harassed may obtain redress by bringing a complaint, as described below. Complaints about harassment will be responded to promptly and equitably. The right to confidentiality of all members of the academic community will be respected in both informal and formal procedures, insofar as possible. This policy explicitly prohibits retaliation against individuals for bringing complaints of harassment. All employees of Hendrix College are required to successfully complete sexual harassment, as well as Title IX & Campus SaVE Act training. This training will be administered within the first 30 days of employment, and on an annual basis thereafter.

Sexual Harassment

Whether involving a student, another faculty member, or a staff person, sexual harassment is defined as gender-based verbal or physical conduct that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or educational environment.

Sexual harassment is understood to include a wide range of behaviors, from the actual coercing of sexual relations to the unwelcome emphasizing of sexual identity. Any definition will be interpreted and applied consistent with 'reasonable person' standards and with respect to academic freedom where applicable.

Sexual harassment may take several forms:

- The first type ("quid pro quo") is where sexual activity is explicitly or implicitly made a condition affecting employment or academic decisions.
- The second type is "hostile environment" sexual harassment, where there is not necessarily an effect on employment or academic decisions, but where the conduct creates an environment that may impair another individual's academic or professional performance, or hinder his or her ability to function within the community. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Retaliation is any action intended to punish or prevent an individual reporting harassment.

Classroom Conduct

Faculty members should be aware that students in their classes constitute, to some extent, a “captive audience.” They should bear in mind that obscene language, dirty jokes, and sexual innuendos may be deeply offensive to some of these students. Students should be aware that sex is an important aspect of the human condition, and as such is going to come up as a legitimate topic in a number of their courses. Ordinarily, if questionable conduct takes place in the teaching context, it must also be persistent, pervasive, and not germane to the subject matter to be considered sexual harassment. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Student Faculty Relationships

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as teacher and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of applicable sections of the faculty/staff handbooks. The university does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the university. For the personal protection of members of this community, relationships in which power differentials are inherent (faculty-student, staff-student) are very strongly discouraged.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor, and will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or make changes to prevent an individual from being supervised or evaluated by someone with whom they have established a consensual relationship. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor as required can result in disciplinary action for an employee.

Reporting Sexual Misconduct or Harassment of Any Kind

The procedures below are intended to create an atmosphere in which individuals who feel that they are the victims of harassment are assured that their complaints will be dealt with fairly and effectively. Additionally these procedures are intended to create an atmosphere in which instances of harassment are remedied.

Members of the community who feel that they are victims of harassment or have witnessed harassment, as defined above, are strongly encouraged to report the incident(s) to the Human Resources department or the Provost’s Office. All complaints will be investigated and resolved within 60 days. The college is committed to the preservation of the rights of both the accuser and the accused in question, including the right to confidentiality insofar as legal requirements and issues of individual and community safety allow, the right to the presumption of innocence, and the right to a fair and timely process.

Mandatory Reporters

All full-time faculty of the College are defined as mandatory reporters for Title IX issues. With this designation comes an obligation to report any discrimination or harassment based on a protected class, any sexual assault you become aware of, as well as any crimes that you witness on campus. As a faculty member you are deemed a responsible reporter as a result of the reasonable assumption that you have the ability to aid students in issues they face on campus. Any complaint of harassment or discrimination that is brought to you (formally or informally) must be communicated to the Human Resources Department or Provost's Office because your knowledge of any incident (note this is knowledge of, not receipt of a formal complaint) constitutes notice to the institution. To be respectful of students it is therefore important that when any individual brings forward a complaint you are careful not to promise confidentiality. The College will work hard to respect privacy, but no mandatory reporter can guarantee complete confidentiality. The Title IX Coordinator (listed below) will assist in the process of making a report and specify which personal/confidential information is needed by whom at what point in the investigation so as to aid any reporters in preserving privacy to the greatest extent possible.

The accused has a right to know of accusations against him or her; however investigators work extremely hard to maintain the privacy and confidentiality of all those involved while still effectively determining the outcome of a complaint. Investigations vary greatly based on the nature of the complaint brought forward and therefore may, in some cases, be resolved with minimal involvement by either party. During the investigation all parties have the right to have an advisor/advocate from the Hendrix community present during any questioning that may occur. All parties have the right to present evidence, including the testimony of witnesses, should it be relevant or necessary in an investigation. All parties involved will be notified of the outcome of an investigation.

Grievances

An individual may wish to appeal the finding of a harassment or sexual misconduct investigation. They may present an appeal to the Title IX Coordinator if they feel that the investigation was not equitable, new information is readily available that was not considered by investigators in determining responsibility or sanctions, or the sanction is not fairly suited to the offense.

Sanctions

Sanctions for sexual misconduct by faculty members vary based on the nature of the incident and can range from documentation in the faculty member's file to termination. Sexual misconduct cases are not eligible for appeal to the Committee on Academic and Professional Concerns. Sanctions will be recommended by the investigator of the case and reviewed by the Vice President of Human Resources and the Provost. In the event that a grievance is lodged regarding sanctions they will be reviewed by the Title IX Coordinator.

Victim Support

As part of Hendrix College commitment to maintaining a safe and healthy community, victims of harassment or assault (whether it occurs on campus or off) should request resources

for support from the Human Resources office. This includes those individuals that may need assistance with incidents of intimate partner violence (aka “domestic violence”) or stalking.

Contact Information for Reporting

Human Resources Office: (501) 450-1494

Provost’s Office: (501)450-1254

Title IX Coordinator: Shawn Goicoechea, (501) 450-1415

Title IX Investigator: Kesha Baoua, (501) 450-1222

Title IX Deputy Coordinators:

Vicki Lynn, (501) 450-1494

Jim Wiltgen, (501) 450-1222

Terri Bonebright, (501) 450-1273

AMENDED AND RESTATED CHARTER of HENDRIX COLLEGE

Adopted June 17, 1903

(as amended February 23, 1931, September 24, 1968, April 8, 1994, November 3, 1998 and February 8, 2008, and duly ratified by the Little Rock and North Arkansas Conferences of the United Methodist Church on June 7, 1994, and June 14, 1994, June 5, 1999, and June 12, 1999, and the Arkansas Conference of the United Methodist Church on June, 2003, June, 2005 and June 2008)

ARTICLE I

NAME

Section 1. This institution shall be designated and known as Hendrix College.

LOCATION

Section 2. Its legal situs and principal office shall be Conway, Faulkner County, Arkansas.

PURPOSE

Section 3. The purpose of the corporation shall be (1) to own and operate a co-educational college at Conway, Arkansas, and such other schools, academies, and colleges at Conway or elsewhere as may be deemed advisable; and (2) to carry out the plans, past and future, of the Conferences of the United Methodist Church in Arkansas for the development of Christian education through this institution.

ARTICLE II

TRUSTEES

Section 1. The Board of Trustees of Hendrix College shall be composed of the following members:

- (a) The President of Hendrix College.
- (b) The presiding Bishop of the Arkansas Conference of the United Methodist Church.
- (c) Ten members of the United Methodist Church, (i) five of which shall be ordained clergy who shall at the time of their election and throughout their term be in full connection with the Arkansas Conference of the United Methodist Church, and (ii) the remaining five of which may be either lay or clergy members of the United Methodist Church.
- (d) A maximum of twenty-nine persons as Trustees-at-Large to be elected by the Board of Trustees of Hendrix College.

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- (e) The Arkansas Conference Director of Ministries of the United Methodist Church or such other person holding a substantially similar office as may be designated by said Conference.
 - (f) The persons designated “Trustees Emeritus,” who have been elected as Trustees Emeritus by the Board of Trustees of Hendrix College.

Section 2. Not less than 50 percent of the members of the Board of Trustees shall be alumni or alumnae of Hendrix College as defined by Article III, Section 1 of the Amended and Restated Charter of the College.

Section 3.

- (a) Members of the Board of Trustees appointed under Article II, Section 1(c) shall be appointed pursuant to this Section 3.
- (b) Persons considered for appointment pursuant to Article II, Section 1(c) shall be nominated by the Executive Committee of the Board and thereafter considered by the Board of Trustees. Those persons approved by the Board of Trustees shall be submitted to the Arkansas Conference of the United Methodist Church for consideration and the entire slate of those submitted, whether one or more, shall be confirmed or not confirmed as a whole. The slate of nominees, if approved by the Arkansas Conference, shall thereafter be full members of the Board. If the slate of nominees is not approved by the Arkansas Conference, the process set forth above shall recommence and the open positions established by Article II, Section 1(c) shall remain vacant until filled in accordance with this subsection.
- (c) The provisions of Article II, Section 1(c)(i) concerning Arkansas Conference clergy members of the Board of Trustees shall first become effective on June 1, 2011. Until that time, Arkansas Conference clergy members of the Board who resign their positions or whose terms expire shall not be replaced unless the number of Arkansas Conference clergy members of the Board appointed under Article II, Section 1(c)(i) existing at such time shall be five or fewer.

Section 4. The initial two terms of each at-large member of the Board of Trustees shall be six years each term. Subject to the provisions of Article II, Section 1, ordained clergy shall serve as Trustees for no longer than one term of six years, provided that, after an absence of three successive years, he/she may be reappointed to another full term on the Board of Trustees. Trustees-at-Large shall serve initially no more than two terms of six years each. After that period of initial service for at-large members, Trustees may serve subsequent three-year terms provided that the recommendation for continued service originates in the Committee on Trustees and is approved by the Executive Committee and the Board of Trustees. Any Trustee will be eligible to serve on any committee of the Board and in any office. Provided, however, the limitations set forth in this section shall not apply to members of the Board of Trustees who serve by virtue of the office of Bishop, Arkansas Conference Director of Ministries, or President of the College. The provisions of this section shall not apply to persons who, in accordance with Article II, Section 1(f), are designated as Trustees Emeritus.

Section 5. Nominations for the office of Trustee-at-Large shall be made by the Executive Committee of the Board of Trustees. In the event the electing body shall fail to elect a Trustee from the names submitted by the nominating committee, additional nominations shall be submitted. Nominations made by the Executive Committee shall conform to the requirements of membership on the Board of Trustees set out in Article II, Sections 1, 2 and 3, and due consideration shall be

given by the Executive Committee to the demographic distribution of the Trustees-at-Large. The nomination and election of persons considered as Trustees Emeritus shall be done selectively and judiciously with such office being reserved for those providing a high degree of service to Hendrix College.

Section 6. Vacancies in the Board of Trustees occasioned by death, disability, or resignation shall be filled by election by the Board of Trustees in the manner described in Section 5 above.

Section 7. The Board of Trustees shall have the powers, duties, and responsibilities traditionally vested in Boards of Trustees of institutions of higher education, said powers, duties, and responsibilities to include but not be limited to the following:

- (a) To hold, manage, invest, and reinvest all of the property, endowments, and assets of Hendrix College.
- (b) To elect a President and such other officers of the College as the Board shall deem necessary or appropriate.
- (c) To contract and to be contracted with; to sue and to be sued; to borrow money and to give security therefore; to make and use a common seal and to alter the same; to buy, sell, mortgage, and otherwise deal in property, real, personal, and mixed, and to take and hold property by gift, conveyance, demise, or bequest; to enter into cooperative relations with other education institutions; to lend its funds, to buy and sell stocks, bonds, debentures, and other securities; to erect buildings and equip same; to receive money subject to annuity; to operate and maintain said institution or institutions of learning; and to do all things necessary for efficient management.
- (d) To confer customary degrees and honorary degrees.
- (e) To establish, acquire, and manage other schools, departments, or colleges subject to the approval of the Arkansas Conference of the United Methodist Church.
- (f) To exercise in a fiduciary capacity any powers now or hereafter granted to Boards of Directors of a business or corporation by the Statutes of Arkansas.
- (g) To exercise in a fiduciary capacity all powers now or hereafter granted a business corporation or a nonprofit corporation by the Statutes of Arkansas.

Section 8. The Board of Trustees shall be charged with the government of Hendrix College and with the appointment of its officers and instructors and with fixing their compensation, but the Board may delegate such powers as it sees fit to the President or to the faculty.

Section 9. The Board of Trustees shall designate an Executive Committee and such other committees as may be necessary or appropriate. When the Board of Trustees is not in session, the Executive Committee shall exercise the powers granted to the Board of Trustees, subject to any specific limitations imposed by the Charter or By-Laws or by action of the full Board of Trustees. The Board of Trustees shall have the power to delegate the powers, duties, and responsibilities which

it exercises to the President of the College or to a committee of the Board of Trustees other than the Executive Committee.

Section 10. The Board of Trustees shall adopt By-Laws to govern the business and affairs of Hendrix College.

Section 11. Trustee Emeritus members of the Board of Trustees shall hold such position for their lifetime unless the member resigns the position or is otherwise removed in accordance with this Charter, the By-Laws of Hendrix College or applicable law. A Trustee Emeritus member may participate in meetings and deliberations of the Board of Trustees but shall not vote on any measure before that body. A Trustee Emeritus member (i) shall not be counted in the determination of a quorum of the Board of Trustees, and (ii) shall not be considered in the determination of a majority vote of the whole Board of Trustees. Trustee Emeritus members may serve on Board committees at the discretion and upon the appointment of the Board.

ARTICLE III

ALUMNI

Section 1. The alumni of Hendrix College, the alumni of Henderson-Brown College, and the alumnae of Galloway Woman's College are alumni and alumnae of Hendrix College.

ARTICLE IV

QUORUM

Section 1. Eighteen members of the Board shall constitute a quorum and a majority of those present shall be empowered to transact business, provided that at least twelve votes shall be required to pass any measure.

ARTICLE V

OFFICERS

Section 1. The officers of the Board of Trustees shall be a Chair and a Vice Chair who shall be members of the Board and a Secretary who shall not be required to be a member of the Board and such other officers and committee chairs as the Board may from time to time designate.

Section 2. The term of office for each officer of the Board shall be three years, provided, officers shall serve until their successors are duly elected and qualified.

Section 3. The officers of the Board shall perform the customary duties of such offices and such other duties as the Board may designate.

ARTICLE VI

AMENDMENTS

Section 1. Whenever the Trustees of this institution are desirous of changing the name of the College or the provisions of its Charter, they may meet at such a time as may be designated in the call at the regular place of meeting and change the name of the College or the provisions of its Charter; provided, that a majority of all the Trustees shall consent to such a change and that no such change

shall be made without due notice of such meeting and the specific intention thereof given to the several Trustees at least ten days before the meeting.

Section 2. No amendment of this Charter shall be effective until ratified by the Arkansas Conference of the United Methodist Church or its successor or by the Board of Education of said Conference, when power to ratify such amendments is delegated to said Board of Education by the Conference.

Section 3. Any change or amendment to the Charter of Hendrix College shall conform to the laws of the State of Arkansas.

ARTICLE VII

ARKANSAS NONPROFIT CORPORATION ACT OF 1993

Section 1. The College shall be governed by the provisions of the Arkansas Nonprofit Corporation Act of 1993, codified as Arkansas Code §4-33-101, *et seq.*

BY-LAWS OF HENDRIX COLLEGE

Revised May 2007

Section 1.

The affairs of Hendrix College shall be managed by a Board of Trustees (herein the "*Board*") duly elected and qualified pursuant to Article II of the Charter of Hendrix College, provided, the Board may from time to time delegate management functions to the President, or other officer or agent of Hendrix College (herein the "*College*"), committees of the Board or committees of the faculty.

Section 2.

The Board shall hold two regular meetings each year. One regular meeting shall be held during the months of October, November, or December (the "*Fall Meeting*") and one meeting shall be held during the months of March, April, or May (the "*Spring Meeting*"). The dates of the regular meetings of the Board shall be fixed each year by the Chair of the Board and the President.

Section 3.

Special meetings of the Board may be called by either (i) the President; (ii) The Chair of the Board; (iii) The Executive Committee; or (iv) any ten members of the Board.

Section 4.

All meetings of the Board shall be held in the State of Arkansas.

Section 5.

The person or group calling a meeting of the Board shall file with the President and with the Secretary Treasurer a written notice setting out the time (which shall be at least fourteen (14) days after the filing of the notice) and place where the regular or a special meeting of the Board will be held. The President shall give not less than ten (10) days written notice to each member of the Board of the time and place where such meeting of the Board shall be held. A member of the Board may waive notice of any meeting and the presence of any member at the meeting shall constitute a waiver of notice of such member. The Executive Committee in an emergency may reduce the time of notice of a meeting to three (3) days.

Section 6.

The officers of Hendrix College shall consist of a Chair of the Board, a Vice Chair of the Board, a President, a Provost or Dean of the College, one or more Vice Presidents, a Secretary, a Treasurer, and such other officers as the Board may from time to time designate.

Section 7.

The Chair of the Board and the Vice Chair of the Board shall serve for a term of three years. All other officers of the College shall serve at the pleasure of the Board, subject to the terms of any written employment contract.

Section 8.

The officers of Hendrix College shall perform the ordinary duties of their offices as fixed by custom, provided, the Board or President may from time to time fix additional duties or limit the customary duties performed by such officers.

Section 9.

Each member of the Board, including life members, shall be entitled to cast one vote on all matters submitted to the Board. A quorum for any meeting of the Board shall consist of not less than eighteen (18) members. All measures submitted to the Board shall be decided by a majority of the members voting on such measure, subject to the following limitations:

- (a) No measure shall be adopted or other action taken without the affirmative votes of
not less than twelve members;
- b) The By-Laws shall not be amended without the affirmative vote of two-thirds
(2/3) of
the members present and voting.

Section 10.

All matters submitted to the Board shall be determined by a taking of the "ayes" and the "nays" provided, upon the request of any two members of the Board, the vote shall be taken by secret ballot.

Section 11.

There will be an Executive Committee of the Board of Trustees selected as indicated in the most recent Statement of Operating Procedures pertaining to Board Committees. In the absence of any expressed limitation on their authority imposed by the Board, the members of the Executive Committee shall exercise all powers granted by the Board by the Charter or by these By-Laws when the Board is not in session, provided all actions of the Executive Committee not affecting legal status shall be subject to review by the Board. The

Executive Committee shall meet on call by the President or the Chair of the Board. No action shall be taken by the Executive Committee without the affirmative votes of four members.

Section 12.

At the Spring meeting the Board shall elect members of Board committees as outlined in the most recent Statement of Operating Procedures pertaining to Board committees.

Section 13.

The Executive Committee shall submit a proposed annual budget to the Spring Meeting of the Board. The adoption of the budget by the Board shall be deemed authority for the officers of the College to expend the funds of the College pursuant to the terms of such budget.

Section 14.

The Board may from time to time create additional committees to perform specific functions. Such ad hoc committees shall exist for one year, provided, the Board may extend the term of such committees. The Chair of the Board and the President of the College shall serve as members of such ad hoc committees. The Chair of the Board shall designate the members and persons to serve on such committees.

Section 15.

The fiscal year of the College shall begin June 1 and end May 31.

Section 16.

The faculty shall consist of the President, Vice Presidents, Provost or Dean of the College, and all officers of instruction above and including the rank of instructor. The faculty shall meet upon the call of the President or the Provost or Dean of the College and shall make rules governing its own procedure and shall constitute such committees as may be appropriate.

The faculty shall prescribe, subject to the approval of the Board, requirements for admission, for courses of study, for degrees, and for graduation, and shall recommend to the Board candidates for all academic and honorary degrees. The faculty is responsible for promoting the education and the welfare of students as defined within the Statement of Purpose of the College. To this end, the faculty, through policy and participation, shall supervise all student organizations and oversee all other student activities sanctioned by the College. Each member of the faculty shall contribute appropriately to the fulfillment of these responsibilities.

Section 17.

All degrees, whether earned or honorary, shall be conferred by action of the Board upon the recommendation of the faculty or a committee established by the faculty.

Section 18.

The faculty shall be elected by the Board upon the recommendation of the President. The President shall have authority to make interim appointments to the faculty, subject to subsequent ratification by the Board.

Section 19.

Upon the recommendation of the President and a committee of the faculty, with such recommendation being based upon a formal evaluation process, the Board may, in its sole discretion, grant tenure to members of the faculty.

Section 20.

No member of the Board or the Executive Committee may vote by proxy. The Executive Committee and all other committees of the Board may act without a meeting upon the concurrence of a majority of the members thereof given by telephone, electronic mail, United States Post Office mail or commercial delivery service, provided, that no member of such committee requests a meeting or objects to the telephone or mail vote. Meetings of the Executive Committee and all other committees of the Board may be conducted through the use of telephonic conference call or any other means of communication by which all members participating may simultaneously hear each other during the meeting.

Section 21.

No loans of the Endowment Fund shall be made to any member of the Board of Trustees, officer, or employee of the College, or to any of the immediate members of the family of such persons, nor shall any member of the Board of Trustees, officer, or employee gain through any investment of the endowment fund. No loans of the endowment fund shall be made to any religious or fraternal or charitable organizations.

Section 22.

The Board and the Executive Committee may from time to time adopt Statements of Operating Procedures. Such statements of operating procedures shall be placed in the minute book of the College and shall have the force and effect of a By-Law of the College, until rescinded or modified by the Board. All statements of operating procedures adopted by the Executive Committee shall be reported to the next meeting of the Board following their adoption.

Section 23.

All contracts, documents, or other written evidences of actions taken by the College or involving the College shall be signed by either the President, the Chair of the Board, the Vice Chair of the Board, or a Vice President; and if such contract or document obligates the College to the payment or giving of value of an amount exceeding Twenty Five Thousand Dollars (\$25,000), then such document shall also be attested by either the Secretary, the Treasurer, a Vice President otherwise authorized to sign agreements on behalf of the College, or by such other officers or agents of Hendrix College as the Board may from time to time designate, or, if such documents involve the management of the Endowment Fund, as the Finance and Investment Committee may from time to time designate.

Section 24.

The By-Laws of Hendrix College may be amended at any meeting of the Board, but not by the Executive Committee, by a vote of two-thirds (2/3) of the members of the Board present and voting, provided, such amendment receives not less than twelve (12) affirmative votes.

Appendix 2

Committee on Academic Integrity

Academic Integrity

Hendrix College is committed to high standards of honesty and fairness in academic pursuits. Such standards are central to the process of intellectual inquiry, the development of character, and the preservation of the integrity of the community.

Hendrix College cultivates an active interest in the liberal arts and intellectual inquiry where students take responsibility for their own actions. In keeping with this mission, the faculty and students of Hendrix College have adopted a set of standards and procedures designed to

- help create a supportive and fair learning environment
- guarantee the integrity and value of each student's work
- demonstrate the student body's commitment to serious academic pursuits
- foster a capacity for ethical decision-making
- involve students and faculty mutually in the academic judicial process
- specify the procedures to be followed for incidents of academic dishonesty help create a supportive and fair learning environment
- cultivate an on-going dialogue about academic values within the Hendrix Community.

In pursuit of these goals, Hendrix students have agreed to adhere to the following principles:

- All students have an equal right to their opinions and to receive constructive criticism.
- Students should positively engage the course material and encourage their classmates to do the same.
- No students should gain an unfair advantage or violate their peers' commitment to honest work and genuine effort. It follows that any work that a student submits for class will be that student's own work. The amount of cooperation undertaken with other students, the consistency and accuracy of work, and the test-taking procedure should adhere to those guidelines that the instructor provides.
- Members of the Hendrix community value and uphold academic integrity because we recognize that scholarly pursuits are aimed at increasing the shared body of knowledge and that the full disclosure of sources is the most effective way to ensure accountability to both ourselves and our colleagues.

Violations of these standards of academic integrity may take one of the following forms:

- a. Plagiarism, which involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without

-
- acknowledging the source, the submission of a paper or project (or any portion of such) prepared by another person;
 - b. cheating on examinations, laboratory reports, exercises, or projects that are to be done by individual students; giving or receiving answers and/or materials pertinent to any academic work without permission of the instructor;
 - c. stealing, manipulating, or interfering with any academic work of another student;
 - d. collusion with other students on work that is to be completed by an individual student;
 - e. lying to or deceiving faculty; or
 - f. violating particular standards as determined and explicitly outlined by individual faculty members on a course by course basis. These particular standards should be clearly indicated on the syllabus for each course.

Instances of academic dishonesty are handled in a two-track system that distinguishes between minor and major violations. The distinction between minor and major violations is made by the instructor of record except in the case of repeat offenders. Repeat offences are treated as major violations. Otherwise, the distinction between minor and major violation is subjective and is intended to differentiate between cases of ignorance, such as poor citation, and cases of deliberate dishonesty. Sanctions for minor violations are determined by the faculty member in agreement with the student being charged and in consideration of established guidelines. Records of minor violations are submitted to the Committee on Academic Integrity for inclusion in a database to track repeat offenders. In addition, these records may be divulged to Hendrix faculty and staff requesting information relevant to awards and honors. Records of single or minor violations shall not be divulged to outside parties such as employers and graduate schools. The Committee on Academic Integrity shall handle all major violations and repeat violations.

Composition of the Committee: The committee consists of six members of the Student Association and five faculty members. The Student Senate nominates and selects student members in the same manner as the College Judicial Council. The College's Committee on Committees will nominate the faculty members. The Committee on Committees also identifies one of the faculty members to serve as committee chair.

A minimum of five members of the Committee on Academic Integrity including at least two faculty and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

The Chair is responsible for the following: convening the Committee whenever a report has been filed; serving as the official, corresponding liaison between the Committee and the concerned parties; being the contact person for all questions concerning the process and procedure of the Committee; and transmitting all Committee decisions to the concerned parties through an Official Letter of Decision.

Committee Process: All alleged violations of academic standards must be reported to the Committee on Academic Integrity. Report of a violation can be filed in one of three ways:

- a. If the violation is determined to be minor a student and a faculty member may agree to sanctions and are only required to report the violation to the Chair of Committee on Academic Integrity. The Chair could then accept the report and file it without committee involvement, unless further action was warranted by inconsistencies of sanctions or by previous violations.
- b. If the violation is determined to be major a faculty or staff member may file a report with the Chair of the Committee that results in a formal hearing.
- c. A student may either inform the instructor of record, who files a report with the Chair of the Committee, or file a report directly with the Chair of the Committee. In either case the Chair shall establish appropriate deliberations and sanctions with respect to the severity of the violation in consultation with the instructor of record and the Committee.

All reports must be made in writing, and if a major violation is determined the Committee shall convene within two weeks of that report, provided this conforms to the academic calendar. If the academic calendar does not allow such convention, the case will be revisited during the first two weeks of the next academic session. Whoever files the alleged violation report to the Committee must attend the hearing. At this meeting, all statements and evidence will be presented. All parties have the right to introduce evidence or witnesses. A student facing academic integrity allegations must continue through the hearing process even if the student has withdrawn from the class in which the alleged violations took place.

A simple majority may postpone a decision if certain evidence deemed crucial to the case has not been presented. A decision may be postponed only twice, and on each occasion the Committee must reconvene within a week, provided this conforms to the academic calendar.

In order to protect the confidentiality of students, all Committee deliberations are held in confidence, as are all decisions and potential sanctions. Furthermore, at the beginning of each academic year, every member of the Committee must sign a Confidentiality Statement to protect the privacy of deliberations.

The Committee is to use the sentiments expressed within this document to render a decision on each particular case. The Committee has two options in rendering a decision:

- a. In violation
- b. Not in violation

A student is in violation of the standards of academic integrity only when a majority of the hearing committee concurs that a violation has occurred. If the Committee finds a student to be in violation of the standards of academic integrity, it also hands down a particular sanction in direct consultation with the instructor of record. The Committee must strongly consider the recommended sanction from the instructor of record. A majority of the hearing committee must agree upon specific sanctions. If a student is not found to be in violation of the standards of academic integrity, no further action will be taken.

The Committee shall retain all records of major and repeat violations for a period of six years, after which the records are purged. During the six year period that records of major and repeat violations are retained inquiring parties (e.g., employers or graduate schools) who *directly ask* whether or not a student has violations of academic integrity will be informed that a major or repeat violation exists (although the details of the violation will not be released).

Appropriate sanctions may include one or more of the following:

- a. allowing the student to resubmit the assignment with the understanding that a predetermined number of penalty points will be deducted from the student's total score;
- b. giving the student a "O" on the assignment in question;
- c. giving the student an **F** for the course;
- d. a major or repeat violation may result in placing the student on academic integrity probation. This means that if a student is later found guilty of another academic integrity violation, the sanction will automatically consist of suspension or expulsion (with such a recommendation, the Provost of the College is the consulting officer).
- e. in severe cases, placing the student on suspension and/or expulsion (with such a recommendation, the Provost of the College is the consulting officer).

Students are still subject to these sanctions if they have withdrawn from a class in which an academic integrity violation took place. When a decision has been reached, it is transmitted to the involved parties through an Official Letter of Decision from the Chair of the Committee. Included in this Letter is the decision of the Committee and the prescribed sanction, if the student is found to be in violation of the standards of academic integrity. Copies of this letter are also sent to the faculty advisor, the instructor of record, the Registrar's Office, the Provost of the College, the Vice President for Student Affairs, and the Associate Provost for Advising and Retention. Also, if the student is listed with the Registrar's Office as being financially dependent, the Committee will send a copy of the letter to those whom the student is dependent upon.

Appeals: All academic integrity-related decisions are subject to appeal. Intent to appeal must be filed in writing with the Office of Academic Affairs no later than one week after the Committee's decision. The Provost will decide if there are sufficient grounds for appeal, and, if such grounds are found, the Provost will forward the case to the Committee on Academic Appeals, whose decision is final. The Appeals process should be completed within four weeks of filing, exclusive of breaks in the academic year.

Appendix 3

Copyright Policy

It is the intent of Hendrix College that all members of the College community adhere to the provisions of the United States Copyright Law (Title 17, United States Code, Sect. 101, et seq.). The following policy statements and guidelines constitute a manual for anyone at the College who wishes to reproduce, alter, or perform works that are protected by copyright. Since copyright protection applies to a variety of creative works -- printed materials, sound recordings, video recordings, visual artworks, computer software, and others -- the manual has been constructed to address issues related to particular types of media.

U.S. copyright law and relevant commentaries are available in the Bailey Library Faculty Development Collection and on the Bailey Library web site. For questions about Copyright Policy, consult the Library Director who will seek advice or clarification from the Copyright Team or appropriate members of the Copyright Team. Members of the Copyright Team include the Library Director; Systems Librarian; Public Services Librarian for Interlibrary Loan, Reserves, and Government Documents; Library Media Center Director; Assistant Director of Information Technology/Academic Computing; Director of Student Activities; and two faculty representatives selected from the Committee on Information and Instructional Resources. The CIIR is responsible for this Copyright Policy, and the Copyright Team will make specific policy recommendations to the CIIR. This Copyright Policy will be reviewed as needed. Likewise, copyright materials in the Bailey Library's Faculty Development Collection and on the Bailey web page will be reviewed as needed.

Members of the College community who willfully disregard this Copyright Policy assume all liability.

What Copyright Is

Copyright is a form of legal protection for authors of original works, including literary, dramatic, musical, artistic, and other intellectual products. Publication is not essential for copyright protection, nor is the well-known symbol of the encircled "c". Section 106 of the Copyright Act (90 Stat 2541) generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- Reproduce copies of the work.
- Prepare derivative works based on the copyrighted work.
- Distribute copies of the work by sale, rental, lease, or lending.
- Publicly perform the work (if it is a literary, musical, dramatic, or choreographic work or a pantomime, motion picture or audiovisual work).
- Publicly display the work (if it is a literary, musical, dramatic, choreographic, sculptural, graphic, or pictorial work -- including the individual images of a film--or a pantomime).

The copyright owner retains these rights even when the work itself belongs to someone else. However, the rights are not absolute. They are subject to both "Fair Use" limitations, which apply to all media, and medium-specific limitations.

Fair Use

The doctrine of fair use, embedded in section 107 of the Copyright Act of 1976, addresses the needs of scholars and students by mitigating the rights of copyright ownership. However, what constitutes fair use is expressed in the form of guidelines rather than explicit rules. To determine fair use, consider the following four factors [from *What Educators Should Know About Copyright*, by Virginia M. Helm; Bloomington, IN, Phi Delta Kappa Educational Foundation, 1986]:

- The purpose and character of the use, including whether the copied material will be for nonprofit, educational, or commercial use. This factor at first seems reassuring; but unfortunately for educators, several courts have held that absence of financial gain is insufficient for a finding of fair use.
- The nature of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work. For example, photocopies made of a newspaper or newsmagazine column are more likely to be considered a fair use than copies made of a musical score or a short story. Duplication of material originally developed for classroom consumption is less likely to be a fair use than is the duplication of materials prepared for public consumption. For example, a teacher who photocopies a workbook page or a textbook chapter is depriving the copyright owner of profits more directly than if copying one page from the daily paper.
- The amount, substantiality, or portion used in relation to the copyrighted work as a whole. This factor requires consideration of 1) the proportion of the larger work that is copied and used, and 2) the significance of the copied portion.
- The effect of the use on the potential market of the copyrighted work. This factor is regarded as the most critical one in determining fair use; and it serves as the basic principle from which the other three factors are derived and to which they are related. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner that use is unlikely to be found a fair use.

Permission for Copying in Excess of Fair Use

The College will participate in contractual arrangements mandating royalty payments or licensing fees to copyright owners whenever feasible. Nevertheless, it often falls to the individual scholar to obtain written permission from the copyright owner to copy a large portion of a work or an entire work, or to produce multiple copies of chapters or periodical articles. Call the Bailey Library for help with the permission process.

Printed Materials

Works that May be Used Freely

Occasionally, scholarly publications such as journal articles include a note offering the right to copy for educational purposes. Some categories of publications are in the public domain (such as most government documents); that is, copyright law does not protect their use. Once a work has acquired public domain status it is no longer eligible for copyright protection.

Photocopying

Printed Materials Other Than Music: What Quantity Conforms to the Law?

The following parameters are widely considered to be inappropriately restrictive for academic needs. However, they define the limits within which we can be sure of complying with copyright law. Somewhat more extensive copying may be sanctioned by the fair use guidelines.

Single Copies for Scholarly Needs or Library Reserve

- A chapter of a book.
- A newspaper or periodical article.
- A short story, short essay, or short poem.
- A chart, diagram, drawing, graph, cartoon, or picture.
- Articles, etc. that are submitted for Reserve are considered the property of the instructor and will be returned at semester-end. (See "Library Reserve Services", for further information)

Multiple Copies for Classroom Use must meet the following tests of **brevity**, **spontaneity**, and cumulative effect. Each copy must include the following notice that it is copyrighted material: NOTICE: This material may be protected by Copyright Law (Title 17 U.S. Code).

Brevity

- Prose: Either (1) a complete article, story or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event an excerpt of up to 500 words.
- Poetry: (1) A complete poem if less than 250 words and if printed on not more than two pages, or (2) an excerpt of not more than 250 words.
- (Each of the numerical limits above may be expanded to permit the completion of an unfinished prose paragraph or line of a poem.)
- Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

-
- **Special Works:** Certain works in poetry or prose or in "poetic prose", which may combine language with illustrations and which fall short of 2,500 words, may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such a work, and containing not more than 10% of the words found in the text, may be reproduced.

Spontaneity

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

Cumulative Effect

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

Course Packets

Copyright litigation involving academic users has focused on these "anthologies", which are perceived as substituting for textbooks and thus as reducing the potential market for copyrighted publications. Every article or chapter in a course packet, if derived from copyrighted material, requires permission, either from the copyright owner (usually the publisher) or through a royalty fee paid to the Copyright Clearance Center. Permission to use copyrighted materials can take some time to secure; therefore it is recommended that you begin pursuing these permissions at least two months in advance to assure ample time for copyright clearance. Each item in the packet also must include a notice of copyright -- e.g., "Copyright 1990 by Academic Books, Inc." Individuals who purchase course packets should not be charged in excess of cost.

Photocopying Music for Educational Purposes

What Quantity Conforms to the Law?

- **For a Performance:** Emergency copying is permitted so long as replacement copies are subsequently purchased.
- **Single Copies for Personal or Library Reserve Use (Academic Purposes Other Than Performance):** An entire performable unit (section, movement, aria, etc.) if the unit is out of print or available only in a larger work.

-
- Multiple Copies for Classroom (Non-Performance) Use: Excerpts may comprise no more than 10% of a whole work and may not constitute a performable unit.
 - Packets of Photocopied Music Excerpts: See section above, "Course Packets."

Photocopies Obtained Through Interlibrary Loan

Section 108(d) of the Copyright Law of 1976 specifies that a library may copy "no more than one article or other contribution to a copyrighted collection or periodical issue, or to . . . a small part of any other copyrighted work." The copy must become the property of the requestor, and its use is limited to "private study, scholarship, or research."

Interlibrary Loan activities are further restricted in the aggregate by the "CONTU Guidelines", which cap the amount of photocopying the ILL office can request for the College community in any calendar year. The thrust of the "Guidelines" is to quantify the maximum number of photocopied articles -- five -- that can be requested from the most recent five years of a periodical to which the library does not subscribe. The "CONTU Guidelines" are available in the Interlibrary Loan office. Individuals requesting copies in excess of the CONTU allowance may be asked to pay a royalty or the fee necessary to obtain such copies commercially.

The Interlibrary Loan office is legally obligated to display prominently the following notice and to include the same text on all request forms:

NOTICE

WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Photocopy Machines

Every photocopy machine on campus must include effective signage incorporating the following text:

Notice: The copyright law of the United States (Title 17 U.S. Code) governs the making of photocopies or other reproductions of copyrighted material. The person using this equipment is liable for any infringement.

Library Reserve Services

Since library reserve services function as classroom adjuncts, the "Guidelines for Multiple Copies for Classroom Use" [pp. 3-4] are relevant. However, these guidelines address the practice of distributing photocopies to every course participant. Furthermore, the quantities specified for amount of text and total instances of photocopying constitute the minimum

permitted by copyright law. Consequently, many academic reserve services adopt policies that seek to blend the spirit of the "Guidelines" with the criteria for fair use.

How many photocopies of an item may be placed on reserve? Bailey Library reserve services routinely accept single photocopies of copyright-protected chapters, articles, etc. [see p. 3, "Single Copies for Scholarly Use or Library Reserve"]. The photocopies are considered to be the instructor's property. Although copyright law prohibits libraries from systematic copying to enhance their collections, an instructor may provide duplicate photocopies (three at most) when a course is large enough to require more than one of an assigned photocopy. If the Library or the instructor does not own an original, the instructor must provide written permission or indication of royalty payment for photocopies in excess of one.

How many photocopied items are permitted on reserve for a course?

- **How many items from one source?** The amount of material should be reasonable in relation to the size of the source. Ordinarily, two chapters from a book or two articles from a periodical would be considered reasonable. Greater proportions of copyright-protected sources will be accepted for reserve only with the written permission from the copyright owner or indication of royalty payment.
- **How many items altogether?** There are several relevant considerations, including the four factors which determine fair use; the "Guidelines for Multiple Copies for Classroom Use;" and recent judicial history. Still, the quantitative threshold for exceeding fair use is problematic. However, current opinion on academic applications of the copyright law is consistent in regarding course packets derived from copyright-protected materials as outside the bounds of fair use. Consequently, course packets will not be accepted for library reserve without indication of the necessary permission or royalty payment.

Copies on Reserve must be marked: *NOTICE: This material may be protected by copyright law (Title 17 U.S. Code)*. Special restrictions apply to music reserves. See sections on sound recordings and photocopying music.

Unpublished Works. Manuscripts, letters and other unpublished materials are likely to be protected by copyright regardless of age, even if they lack a notice of copyright. If you have any questions, you may consult the Library Director.

Unpublished works that belong to the Library may be reproduced in facsimile format for preservation purposes or for deposit for research use in another library or archives. Copies may usually be made for individual researchers under the law's Fair Use provisions.

Audiovisual Materials

Films and Video

Classroom Use: Possession of a film or video does not automatically confer the right to show the work. The copyright owner specifies, at the time of purchase or rental, the circumstances in which a film or video may be "performed". For example, videocassettes from a video rental outlet usually bear a label that specifies "Home Use Only". However, whatever their

labeling or licensing, use of these media is permitted in an educational institution so long as certain conditions are met.

Section 110 (1) of the Copyright Act of 1976 specifies that the following is permitted: Performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images is given by means of a copy that was not lawfully made...and that the person responsible for the performance knew or had reason to believe was not lawfully made.

Additional text of the Copyright Act and portions of the House Report (94-1476) combine to provide the following, more detailed list of conditions:

- They must be shown as part of the instructional program.
- They must be shown by students, instructors, or guest lecturers, either in a face-to-face setting or where students and teacher(s) are in the same building or general area. They must be shown only to students and educators.
- They must be shown either in a classroom or other school location devoted to instruction such as a studio, workshop, library, gymnasium, or auditorium if it is used for instruction.
- They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.
- Further, the relationship between the film or video and the course must be explicit. Films or videos, even in a "face-to-face" classroom setting, may not be used for entertainment or recreation, whatever the work's intellectual content.
-

Use Outside the Classroom

Besides use in classrooms, videocassettes and videodiscs that are owned by the College may ordinarily be viewed by students, faculty or staff at workstations or in small-group rooms in the Bailey Library Media Center. These videos may also be viewed at home (e.g., in a residence hall room), so long as no more than a few friends are involved. Larger audiences, such as groups that might assemble in a residence hall lobby, require explicit permission from the copyright owner for "public performance" rights. The Library's online catalog includes the note "On-campus Public Performance Rights secured" for videos with that status. No fees for viewing a video are permitted even when public performance rights are obtained.

Copying Videotapes / Off-Air Recording of Broadcasts, Including Satellite TV.

Copying videotapes without the copyright owner's permission is illegal. An exception is made for libraries to replace a work that is lost or damaged if another copy cannot be obtained at a fair price [Section 108 of the Copyright Act of 1976].

Licenses may be obtained for copying and off-air recording. Absent a formal agreement, "Guidelines for Off-the-Air Recording of Broadcast Programming for Educational Purposes", an official part of the Copyright Act's legislative history, applies to most off-air recording:

Videotaped recordings may be kept for no more than **45 calendar days** after the recording date, at which time the tapes must be erased.

Videotaped recordings may be shown to students only within the **first 10 school days** of the 45-day retention period.

Off-air recordings must be made only **at the request** of an individual instructor for instructional purposes, not by staff in anticipation of later requests.

The recordings are to be shown to students no more than two times during the 10-day period, and the second time only for necessary instructional reinforcement.

The taped recordings may be viewed after the 10-day period only by instructors for evaluation purposes, that is, to determine whether to include the broadcast program in the curriculum in the future.

If several instructors request videotaping of the same program, duplicate copies are permitted to meet the need; all copies are subject to the same restrictions as the original recording.

The off-air recordings may not be physically or electronically altered or combined with others to form anthologies, but they need not necessarily be used or shown in their entirety.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

These guidelines apply only to nonprofit educational institutions, which are further expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Certain public broadcasting services (Public Broadcasting Service, Public Television Library, and Agency for Instructional Television) impose similar restrictions but limit use to only the seven-day period following local broadcast.

Network Distribution of Video

The College negotiates for closed-circuit distribution rights, if possible, when purchasing access to satellite broadcasts or obtaining works on videotape. Without explicit permission for closed-circuit distribution, network transmission of a video is not permissible unless "Classroom Use" structures are met.

Sound Recordings

Non-Music Recordings

Cassettes or disks may not be copied unless replacement recordings from a commercial source cannot be obtained at a fair price. Recording brief excerpts is considered fair use, however.

Music Recordings

A single copy may be made for the purpose of constructing aural exercises or examinations. Otherwise, the restrictions on copying non-music recordings apply. The downloading of music and entertainment video must comply with the *Code of Computer Resource Use* in the faculty, staff and student handbooks.

Slides and Photographs

Reproduction

Whenever possible, Hendrix will either purchase slides and photographs from authorized sources or will borrow from institutions which offer licensing for single-copy reproduction. In either case, further copying would be prohibited.

Occasionally, slides of copyrighted images that are needed for classroom purposes cannot be obtained ready-made in a timely fashion. If the process of slide making would fail to meet Fair Use requirements, the requestor must demonstrate that the copyright owner has granted permission.

Display

Copyright ownership of slides and photographs encompasses control over display as well as reproduction. However, Section 110 of the Copyright Act of 1976 addresses the display of copyrighted slides and photographs in educational settings by allowing "display of a work by instructors or pupils in the course of face-to-face teaching activities of a non-profit educational institution, in a classroom or similar place devoted to instruction" so long as the copy of the artwork was lawfully made. Furthermore, the purpose of the display must be integral to the course.

Computer Software

Hendrix College negotiates site licenses with software vendors whenever possible for software products that are selected for extensive use, since these arrangements provide the College community with efficient access to computer programs that support the curriculum while assuring the copyright owner a fair royalty.

Software products that are not licensed to the College may also be used. However, copying is strictly limited except for backup purposes. Whether the software is transferred from the original to a hard disk or to an archival diskette, the backup copy is not to be used at all so long as the other copy is functional.

Libraries are permitted to lend software, but only for temporary use, not for copying. If the borrower transfers the software to a hard disk, the program must be deleted when the borrowed item is returned.

Copyright law is acknowledged to be inadequate in relation to the complexities of software use. EDUCOM, a nonprofit organization that supports the use of technology in education, launched the EDUCOM Software Initiative, which developed a statement of

principle intended for adaptation and use by individual colleges and universities. It is here reproduced in full:

The EDUCOM Code

Software and Intellectual Rights. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

Appendix 4

Distinguished Professorships

Willis H. Holmes Distinguished Professorship (1976)

M. Francis Christie	1976-89
Rosemary E. Henenberg.....	1991-02
M. Warfield Teague.....	2002-2008
John B. (Jay) McDaniel	2008-

Harold and Lucy Cabe Distinguished Professorship (1977)

Robert W. Shideler	1977-80
Arthur A. Johnson.....	1980-90
John A. Ziegler.....	1991-98
Garrett L. McAinsh	1999-2008
Ian T. King	2008-2010
Lawrence Schmidt	2010-

C. Louis and Charlotte Cabe Distinguished Professorship (1976)

Burvin C. Alread	1977-80
G. Thomas Clark	1980-90
Don Marr	1991-00
Alice M. Hines.....	2001-

Elbert L. Fausett Professorship (1980)

George H. Thompson.....	1980-91
Robert C. Eslinger.....	1997-04
Thomas E. Goodwin	2004-

Virginia A. McCormick Pittman Professorship (1981)

Albert M. Raymond.....	1981-88
Bruce Haggard.....	1989-2010
Stephen Kerr	2010-

M.E. and Ima Graves Peace Professorship (1982)

Ashby Bland Crowder.....	1982-2008
Walker Jay Barth	2008-

Hendrix Odyssey Professorships

Dr. Brad P. Baltz and Rev. William B. Smith Odyssey Professor (2013)

Damon Spayde..... 2013-

James and Emily Bost Odyssey Professor (2011)

Alex Vernon 2011-

Bill and Connie Bowen Odyssey Professor (2008)

Tom D. Stanley..... 2008-2011

Rod Miller..... 2011-2014

Jay Barth..... 2014-

Morris and Ann Henry Odyssey Professor (2008)

Ian T. King 2008-2011

Fred Ablondi..... 2011-2014

Courtney Hatch 2014-

Charles Prentiss Hough Odyssey Professor (2012)

Daniel Whelan..... 2012-

Margaret Berry Hutton Odyssey Professor (2013)

Robert Williamson..... 2013-

Julia Mobley Odyssey Professor (2008)

Thomas E. Goodwin 2008-2011

Jennifer Penner 2011-2014

Jennifer Peszka..... 2011-2014

Megan Leonard 2014-

Tom Stanley..... 2014-

Isabelle Peregrin Odyssey Professor (2012)

Carol West 2012-

Cynthia Cook Sandefur Odyssey Professor (2009)

James Jennings 2009-2012

Anne Goldberg..... 2012-

Charles S. and Lucile Esmon Shively Odyssey Professor (2013)

Kristi McKim 2013-

Judy and Randy Wilbourn Odyssey Professor (2008)

Joyce M. Hardin..... 2008-2011

George Harper 2008-2011

Matthew D. Moran..... 2008-2013

Maxine Payne 2011-2013

Richard Murray 2013-

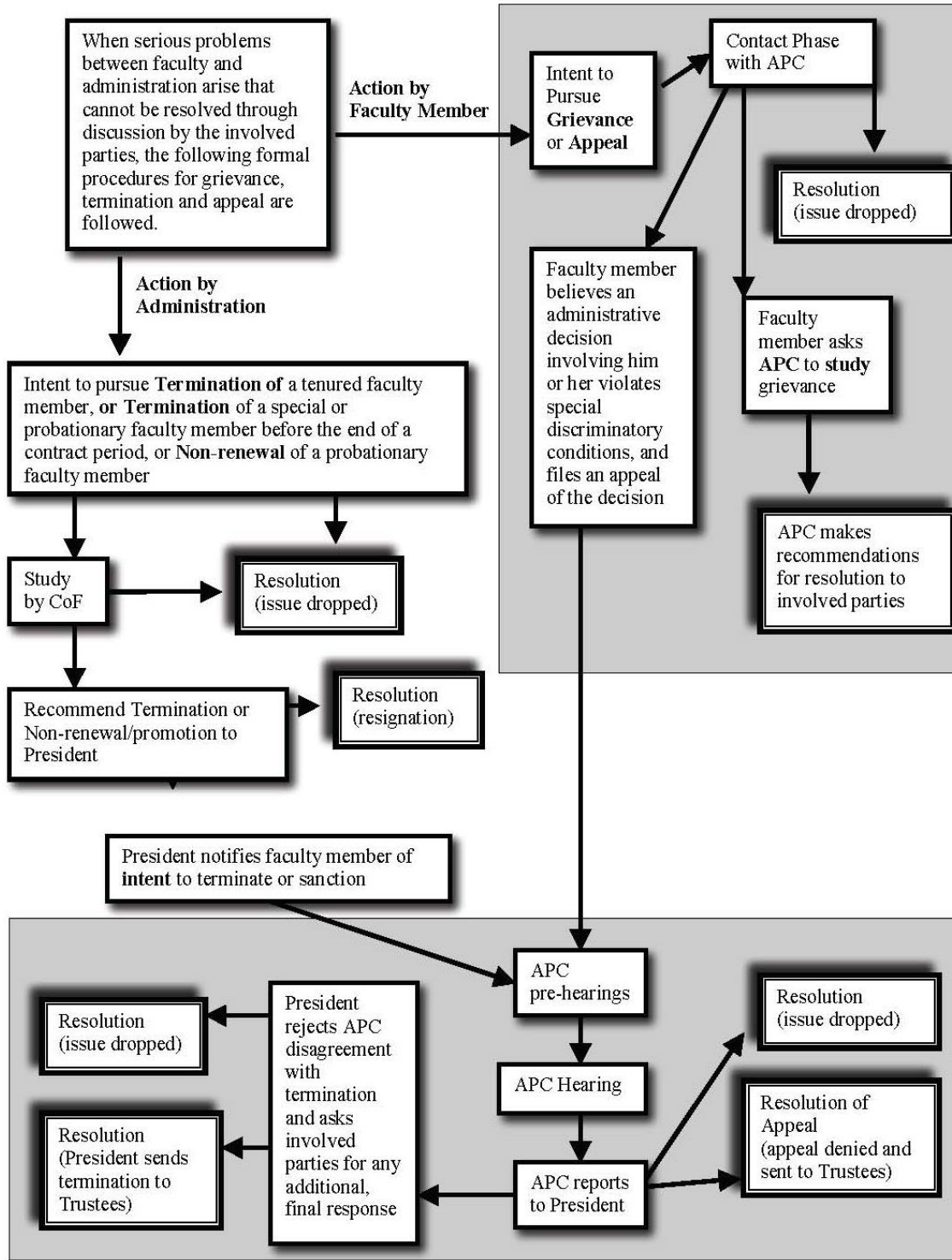
Mark Sutherland 2013-

Nancy and Craig Wood Odyssey Professor (2008)

John B. (Jay) McDaniel	2008-2011
George Harper	2011-2014
Randy Kopper	2011-2014
Ann Willyard.....	2014-

Appendix 5

Grievance and Termination Procedure Flowchart



Appendix 6

Business Office Guidelines for Grants

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Contact Information

Grant Accountant: Andrea Newsom
 450-4501
 newsom@hendrix.edu

Internal Grants: Faculty Travel Grants

To apply for a Faculty Travel Grant, please complete the Faculty Travel Grant Form that can be found on the Hendrix Website at www.hendrix.edu/academics/academics.aspx?id=870 and in Appendix 8 in the Faculty Handbook. Submit completed application forms to the Office of Academic Affairs. Applications for Faculty Travel grants are reviewed throughout the year until available funds are fully awarded. You will be notified of approval by email. Once a travel grant is approved, grant information will be sent to the Business Office for dispensing and reimbursement.

The travel **MUST** occur prior to May 31st of the awarded fiscal year. If travel will occur in the summer, awards will be granted in early spring of the preceding fiscal year.

You should notify the business office approximately two weeks before your scheduled travel if you prefer to receive the grant as an advance prior to traveling (allowed only if you have no outstanding advances). If you receive an advance, or you request a reimbursement of expenses after you travel, it is required that original receipts are submitted to the business office within 30 days of travel or if traveling in May, submit at the latest June 15th. If by June 15th, advances are not cleared, you must reimburse the college for the amount of the advance you received.

Allowable Travel Expenses

There are certain types of expenditures that are allowable as reimbursable expenses by the college. They are the following:

- Per Diem at a rate of \$35 per day. This means that no receipts may be turned in for reimbursement for meals, snacks or beverages of any kind (i.e. water, coffee, tips, etc). Travel plans should include at least six hours in a given day to be eligible for the entire per diem rate for that day.
- Direct Meal Reimbursement – This option can be used in place of per diem, with provided original itemized receipts. The tip cannot exceed 20% of total meal cost.
- Mileage of Personal Vehicle at a rate of .56 per mile*. Please note that this is in place of gasoline, which cannot be claimed at the same time unless there was a rental car in addition to a personal vehicle (i.e. mileage to and from airport). *Our current rate is updated by the IRS Standard Mileage Rate.
- Airfare
- Miscellaneous Transportation Costs (i.e. taxi, shuttle, bus fare, etc)
- Hotel
- Car Rentals
- Conference Registration and Fees

Please note that toiletry items (i.e. shampoo, hair cuts, clothing items, etc.) are not considered allowable business expenses and will not be reimbursed by the college. If you are not sure if an item is allowed, please contact the Business Office for a determination.

Clearing Advances/Requesting Reimbursement for Faculty Travel Grants

Submitting Receipts Using a Travel Expense Summary Report

A completed and signed Travel Expense Summary Report **MUST** be submitted with the original receipts. If the proper form does not accompany the receipts, the receipts will be returned.

A Travel Expense Summary form can be found in Appendix 8. This form can also be downloaded on the Business Office website, www.hendrix.edu/businessoffice, or forwarded by the Business Office via e-mail attachment. The electronic version includes some formulas to simplify completion, and it is requested that these forms are filled out electronically.

For ease of review, please number your receipts and enter the correlating number on the expense report. Like expenses can be combined. For example, if you have five bus tickets, feel free to number all of them the same number and enter them on the same line on the expense report. The mileage section is in the middle on the left hand side of the form with room for four roundtrips. The total mileage per trip should be entered. The electronic version of the form will calculate the reimbursable amount automatically.

Original receipts must be attached to the form. If the purchase was made online, please attach a print-off of the confirmation which includes the total price. If the expenditure will only show up on a credit card statement, we will need a copy of the statement. For those items that no receipts are available, reimbursement can only be made for up to \$25 each. **These policies concerning documentation are audit requirements.**

NOTE: All payment requests submitted for Travel Grants should be submitted directly to the Grants Manager in the Business Office.

Internal Grants: Faculty Project Grants (including Leave/Sabbatical project grants)

To apply for a Faculty Project Grant, please complete the Faculty Project Grant Form that can be found on the Hendrix Website at www.hendrix.edu/academics/academics.aspx?id=870 and in Appendix 8. Submit completed application forms to the Office of Academic Affairs by the stated deadline. You will be notified of approval by email and an alpha numeric ID will be assigned to the grant. Once a project grant is approved, grant information will be sent to the Business Office for dispensing and reimbursement.

Expenses for these grants must occur *during the fiscal year for which the funds are awarded.*

Half of the grant can be advanced after the grant is awarded. The remaining advance can be within 1 month of the project. Please contact the Business Office to request an advance. Reimbursements can be made immediately following the expense incurred. Whether you get an advance or request reimbursement, we require that original receipts are submitted to the Business Office within 30 days of finishing the project or if in the month of May submit at the latest June 15th. If by June 15th, advances are not cleared, you must reimburse the college for the amount of the advance you received.

Clearing Advances/Requesting Reimbursement for Faculty Project Grants

Submitting Receipts Using a Travel Expense Summary Report or a Payment Request Form:

A completed and signed Travel Expense Summary Report or a Payment Request form **MUST** be submitted with the original receipts to the Grants Manager in the Business Office. The alpha numeric ID assigned to the grant must also accompany the completed form. If the proper form does not accompany the receipts, the receipts will be returned.

Examples of both a Travel Expense Summary Report and a Payment Request form can be found in Appendix 8. These forms can also be downloaded on the Business Office website, www.hendrix.edu/businessoffice, or forwarded by the business office via e-mail attachment. The electronic versions include some formulas to simplify completion, and it is requested that these forms are filled out electronically.

For ease of review, when completing the Travel Expense Summary report please number your receipts and enter the correlating number on the expense report. Like expenses can be combined. For example, if you have five bus tickets, feel free to number all of them the same number and enter them on the same line on the expense report. The mileage section is at the bottom left hand corner, with room for four roundtrips. The total mileage per trip should be entered. The electronic version of the form will calculate the reimbursable amount automatically.

Original receipts must be attached to the form. If the purchase was made online, please attach a print-off of the confirmation which includes the total price. If the expenditure will only show up on a credit card statement, we will need a copy of the statement. For those items that no receipts are available, reimbursement can only be made for up to \$25 each. **These policies concerning documentation are audit requirements.**

NOTE: All payment requests submitted for Project Grants should be submitted directly to the Grants Manager in the Business Office.

Internal Grants: Distinguished Professor Grants

Faculty members who hold a distinguished professorship have access to a professional development fund. By September 1 of each year the faculty member submits a brief annual report to the Committee on Faculty accounting for expenditures for the previous year and a plan for expenditures in the coming year. Except in unusual circumstances, and with the Provost's approval, unspent funds from one year may not carry over to the next year. In any case, such carryover is subject to a two-year limit. Notification of the approval will come from the Office of Academic Affairs and an alpha numeric code will be assigned to the grant. Annual funds will be available at the beginning of the fiscal year.

If you need an advance, please contact the Business Office to request an advance. Reimbursements can be made immediately following the expense incurred. Whether you get an advance or request reimbursement, we require that original receipts are submitted to the Business Office within 30 days of finishing the project or at the latest June 15th. If by June 15th,

advances are not cleared, you must reimburse the college for the amount of the advance you received.

Clearing Advances/Requesting Reimbursement for Distinguished Professor Grants

Submitting Receipts Using a Travel Expense Summary Report or a Payment Request Form:

A completed and signed Travel Expense Summary Report or a Payment Request form **MUST** be submitted with the original receipts. The alpha numeric code assigned to the grant must also accompany the completed form. If the proper form does not accompany the receipts, the receipts will be returned.

Examples of both a Travel Expense Summary Report and a Payment Request form can be found in Appendix 8. These forms can also be downloaded on the Business Office website, or forwarded by the Business Office via e-mail attachment. The electronic versions include some formulas to simplify completion, and it is requested that these forms are filled out electronically.

For ease of review, when completing the Travel Expense Summary report please number your receipts and enter the correlating number on the expense report. Like expenses can be combined. For example, if you have five bus tickets, feel free to number all of them the same number and enter them on the same line on the expense report. The mileage section is at the bottom left hand corner, with room for four roundtrips. The total mileage per trip should be entered. The electronic version of the form will calculate the reimbursable amount automatically.

Original receipts must be attached to the form. If the purchase was made online, please attach a print-off of the confirmation which includes the total price. If the expenditure will only show up on a credit card statement, we will need a copy of the statement. For those items that no receipts are available, reimbursement can only be made for up to \$25 each. **These policies concerning documentation are audit requirements.**

NOTE: All receipts submitted for Distinguished Professors Grants should be submitted to the Grants Manager in the Business Office.

Internal Grants: Odyssey Professorship Grants

The Committee on Faculty approves Odyssey Professorship Grants during the spring semester when there are available open professorships. Once approved, grant funds associated with the professorship will be sent to the Business Office for dispensing and reimbursement.

Timeline—All Odyssey Professorship Grants will be reviewed annually for carry over of funds from the previous year. If all funds are not used within 3 years, any remaining funds will be forfeited at the end of the contract period.

Budgets—As part of the Hendrix Operating Budget Projections process, Odyssey Professorship Grants must be budgeted for each year (up to 3 years). If additional money needs to be spent in a given year, the faculty member will be allowed to move up to 10% of the yearly budgeted amount from a future year's budget. Any budget increase above 10% in a given year must be approved by the VP of Business & Finance. If a yearly budget is not fully expensed, the funds may rollover to the next fiscal year excluding the third and final year.

Expensing the Funds—Once yearly budgets are submitted to the Business Office, account codes and a project code will be distributed to the faculty member. All payment requests should be submitted to and approved by the Grants Manager in the Business Office. Monthly statements will be provided showing remaining budget amounts.

Clearing Advances/Requesting Reimbursement for Odyssey Professorship Grants

Submitting Receipts Using a Travel Expense Summary Report or a Payment Request Form:

A completed and signed Travel Expense Summary Report or a Payment Request form **MUST** be submitted with the original receipts. If the proper form does not accompany the receipts, the receipts will be returned.

Both Travel Expense Summary Report and Payment Request form can be found in Appendix 8. These forms can also be downloaded on the Business Office website, or forwarded by the Business Office via e-mail attachment. The electronic versions include some formulas to simplify completion, and it is requested that these forms are filled out electronically.

For ease of review, when completing the Travel Expense Summary report please number your receipts and enter the correlating number on the expense report. Like expenses can be combined. For example, if you have five bus tickets, feel free to number all of them the same number and enter them on the same line on the expense report. The mileage section is at the bottom left hand corner, with room for four roundtrips. The total mileage per trip should be entered. The electronic version of the form will calculate the reimbursable amount automatically.

Original receipts must be attached to the form. If the purchase was made online, please attach a print-off of the confirmation which includes the total price. If the expenditure will only show up on a credit card statement, we will need a copy of the statement. For those items that no receipts are available, reimbursement can only be made for up to \$25 each. **These policies concerning documentation are audit requirements.**

NOTE: All receipts submitted for Odyssey Professorships Grants should be sent to the Grants Manager in the Business Office.

External Grants: Grant Budget Proposal Process

All grant applications initiated by or for the benefit of faculty must first be approved by the Provost. The proposal budget must also be reviewed and approved by the Business Office

prior to submitting the Grant. Grant applications or proposals submitted for approval must be endorsed by the Chair of the sponsoring academic or administrative departments and by the Area Chair. The Grant Approval process outlined in Section G should be followed. Additional details concerning the involvement of the Business Office in the approval process and in the development of the grant budget are given below.

Budget

Budgets on all proposals **must be reviewed and approved by the Business Office prior to submission** to the grant funding agency.

Hendrix Match—If Hendrix Match is listed in the proposal, (either cash match or in-kind match – defined below), this must be reviewed and have written approval by the Hendrix Provost **and** V.P. of Business & Finance prior to submission. Information sent for approval should include how much **cash** match is required, how much **in-kind** match is required, and what can be included as in-kind match. If summer housing is to be provided to student researchers, this is considered in-kind match and should be included in the match information.

In-Kind Match—In-kind contributions are donated time and effort, real and personal property, and goods and services. The value of in-kind contributions must be evaluated and documented. The most basic tenet of valuation is that the item or service donated cannot exceed its fair market value.

Salary/Stipend and Fringe Benefits

If salary/stipends are listed on the proposal for faculty, students, and/or contract workers, then the following issues should be addressed in the budget proposal.

Hendrix Faculty/Staff:

Academic Year—If a faculty member has a reduced work load to accommodate time spent on research and the grant is to reimburse Hendrix for that time (i.e. just not considered Hendrix in-kind match), the percentage of salary to reimburse should be 33% (or whatever portion of time is spent on the grant) of the Primary Investigator's (i.e. P.I.) total academic year salary. Fringe Benefits (including Health Insurance) should also be reimbursed using the percentages listed below.

0% CREF – 16%
4.5% CREF – 20%

8.5% - 24%

NOT to be used for Faculty/Staff 100% covered by grant. See below for Faculty/Staff 100% covered by Grant
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Summer Months—Summer stipends are to be in compliance with the granting agencies contract in terms of percentage of the academic year/base salary-if

applicable. FICA (7.65%) on these stipends must be paid and should be included in the budget. Faculty can request TIAA-CREF on a summer stipend only if the grant will reimburse Hendrix for the retirement match contribution.

Faculty/Staff Covered 100% by Grant—If an employee is to be covered 100% by the grant (i.e. a full-time lab tech) the grant should cover FICA, Health Insurance, and TIAA-CREF (if applicable). Please contact the Grants Manager for estimated Health Insurance amounts. Hendrix will cover Life Insurance, meals, and workman's comp, so don't include these items with fringe benefits.

Hendrix Students:

Academic Year—Any salary for part time students during the academic year *will not* require FICA benefits.

Summer—Salary for part or full time students during summer months *will* require FICA benefits and should be included in the budget. The P.I. will determine if the students will submit timecards or be on a set payment plan (no time card needed). This information must be submitted to the Business Office on the Summer Stipend Grant Information form that will be updated with summer dates and dispersed to faculty each spring. If FICA is not included in the original budget, FICA will need to be removed from another line item (if the granting agency approves) or the FICA will need to be removed from the student's pay.

Summer Housing—If summer housing will be provided to part-time or full-time students, the cost of this should be included in Hendrix In-Kind Match in the budget proposal. Please contact the Grants Manager for the amount to budget for the in-kind match as this amount may vary depending on the year. The P.I. should complete the Summer Stipend Grant Information form and submit it to the Grants Manager in the Business Office.

Contract Workers:

Payments made directly to individuals (not employees of Hendrix) for services rendered are paid as Contract Labor. Contract Labor includes consultants, honorariums, and part-time services around campus. These individuals are not paid through the payroll system and no taxes are withheld from their payment. The Business Office must send them a tax form 1099 at the end of the year, therefore, pertinent information such as social security number and current mailing address must be obtained for the Business Office prior to any contract work payment distribution.

A Payment Request Form should be completed and submitted to the Grants Manager in the Business Office. If Hendrix has not paid the individual before, a W-9 must be completed and sent to vendorrequests@hendrix.edu before the Payment Request Form is submitted. Please contact the Grants Manager for assistance with this process.

Indirect Costs

Indirect Costs may be referred to as administrative or overhead costs in the grant applications. The current Hendrix Indirect Cost Rate is 62% of wages and salaries (this does not include fringe benefits). Please keep in mind that changes to salary amounts will affect the indirect amount and may cause other budget lines to decrease (or increase) to make up the difference. The departmental indirect allocations are as follows:

External Grants with No Hendrix Cash Match–

25% indirect to the department of the P.I. to offset departmental expenses

75% indirect to Hendrix College to offset administration expenses

External Grants with Hendrix Cash Match–

100% indirect to Hendrix College to offset administrative expenses. Once cash match is covered by the indirect allocation, the indirect allocation will go to 25% to the department and 75% to Hendrix to offset administrative costs.

Time Line

Please keep in mind the time needed to review and approve the grant budget proposals before submitting the grant. **The minimum time of one business week is appropriate for this review-budget approval process.**

External Grants: Grant Awarded Process

Awarded Grants

Once the grant has been awarded, proper documentation must be sent to the Grants Manager in the Business Office. Signed contracts, including budget information, must be included in the documentation.

Match

Any Cash or In-kind Match must have written approval from the Hendrix Provost and V.P. of Business and Finance Office prior to the grant being submitted. This approval must be included with this grant award material (see above in proposal section).

Please note that all Hendrix Match (cash or in-kind) must be satisfied by the expiration date of the awarded grant.

Account and Project Codes

Once the Business Office has received all grant documentation and approvals are on file, the expense accounts and project codes will be created. These accounts will be forwarded to the P.I. at which time the funds will be available for expenditures. No work or purchases should be done prior to receiving approval from the Grants Manager in the Business Office.

Grant Funds/Checks Received

Any and all payments received for external grants should be made out to Hendrix College and should be sent directly to the Grants Manager in the Business Office for processing. Please indicate to the granting agency that checks should be sent directly to the Business Office in attention to the Grants Manager.

Extensions/Revisions of Existing Grants

Any extension requests and/or revisions to the grant (this includes budget revisions) will need to be forwarded to the Business Office in order to update the records and maintain compliance with the grant guidelines. All extensions **MUST** be approved by the granting agency and the Business Office **MUST** receive documentation **from the granting agency**. If the granting agency allows the grant to stay open until all funds are expensed, we must receive documentation from the granting agency approving expenditures past the expiration date.

Expenditures

All expenditures need to be approved by the granting agency as listed in the contract and need to be expensed through the Business Office within the grant award contract dates. Any expenditures charged prior to or after the contract dates will not be expensed through the grant accounts without written authorization by the granting agency. See page 11 for details on expenditures near the expiration date of the awarded grant.

NOTE: While Hendrix is non-profit, the college **IS NOT** exempt from sales tax. Hendrix must pay taxes on items purchased *even if the vendor does not charge tax*. Please keep this in mind when budgeting remaining funds.

Salaries—see above in Proposal section

Benefits—see above in Proposal section

Supplies—Supplies are considered tangible property other than equipment, costing less than \$1,000 and are necessary to carry out the project allowable by the grant.

Equipment—Equipment is determined as tangible, nonexpendable property having a useful life of more than one year and an acquisition cost of at least \$1,000 or more per unit. Equipment purchased through external grant funds is considered property of Hendrix College.

Travel Expenses

There are certain types of expenditures that are allowable as reimbursable expenses by the college. They are the following:

- Per Diem at a rate of \$35 per day. This means that no receipts may be turned in for reimbursement for meals, snacks or beverages of any kind (i.e. water, coffee, tips, etc). Travel plans should include at least six hours in a given day to be eligible for the entire per diem rate for that day.

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- Direct Meal Reimbursement – This option can be used in place of per diem, with provided original itemized receipts. The tip cannot exceed 20% of total meal cost.
 - Mileage of Personal Vehicle at a rate of .56 per mile*. Please note that this is in place of gasoline, which cannot be claimed at the same time unless there was a rental car in addition to a personal vehicle (i.e. mileage to and from airport). *Our current rate is updated by the IRS Standard Mileage Rate.
 - Airfare
 - Miscellaneous Transportation Costs (i.e. taxi, shuttle, bus fare, etc)
 - Hotel
 - Car Rentals
 - Conference Registration and Fees

Please note that toiletry items (i.e. shampoo, hair cuts, clothing items, etc) are not considered allowable business expenses and will not be reimbursed by the college. If you are not sure if an item is allowed, please contact the business office for a determination.

Other Direct Costs—These expenses should be detailed in the grant proposal as to not be misrepresented in the expense accounting procedure.

Indirect Costs—See above in Proposal section.

Monthly Financial Statements

The Business Office works on a monthly basis for updating each of our external and internal grants. All expenditures are recorded on monthly statements and forwarded to the P.I. for review. Please contact the Grants Manager in the Business Office for any questions or concerns you may have regarding these statements. A detail of expenditures report will be available upon request.

Financial Reporting to Grantor

Required financial reports and the due dates to the grantor should be included in the grant contract. The Business Office will record the due date and work with the P.I. to process reports to the grantor in a timely manner.

Expiration of Grant

Prior to the grant expiration date, the P.I. should contact the Business Office to verify any upcoming expenditures and the funds balance. **All products must be ordered, on site and received by the grant expiration date.** All invoices/payment requests (for the grant or any Hendrix Match) MUST be submitted for payment within two weeks of the expiration date. Any expenses/invoices that arrive to the Business Office after the contract end date may not be charged to this related grant and will be charged to the following year of the grant or the P.I.'s departmental budget. This process will ensure that final expenditures and the final financial reports will be completed accurately and remain in compliance with the Awarded Grant Policy.

All extensions **MUST** be approved by the granting agency and the Grants Manager **MUST** receive documentation **from the granting agency**. If the granting agency allows the grant to stay open until all funds are expensed, the Grants Manager must receive documentation from the granting agency approving expenditures past the expiration date.

Faculty Start-Up Funds

Faculty Start-Up Funds are approved by the Provost during the hiring process. Once approved, grant information will be sent to the Business Office for dispensing and reimbursement.

Timeline

All Faculty Start-Up Funds must be fully expensed within 3 fiscal years of the award, starting June 1st of the year awarded. If all funds are not used, any remaining funds will be forfeited at the end of the third year.

Budgets

As part of the Hendrix Operating Budget Projections process, Faculty Start-Up Funds must be budgeted for each year (up to 3 years). If additional money needs to be spent in a given year, the faculty member will be allowed to move up to 10% of the yearly budgeted amount from a future year's budget. Any budget increase above 10% in a given year must be approved by the VP of Business & Finance. If a yearly budget is not fully expensed, the funds may rollover to the next fiscal year excluding the third and final year.

Expensing the Funds

Once yearly budgets are submitted to the Office of Business & Finance, account codes and a project code will be distributed to the faculty member. All payment requests should be submitted to and approved by the Grants Manager. Monthly statements will be provided showing remaining budget amounts.

Clearing Advances/Requesting Reimbursement for Faculty Start-Up Funds

Submitting Receipts Using a Travel Expense Summary Report or a Payment Request Form:

A completed and signed Travel Expense Summary Report or a Payment Request form **MUST** be submitted with the original receipts. If the proper form does not accompany the receipts, the receipts will be returned.

Travel Expense Summary Report and Payment Request form can be found in Appendix 8. These forms can also be downloaded on the Business Office website, or forwarded by the Business Office via e-mail attachment. The electronic versions include some formulas to simplify completion, and it is requested that these forms are filled out electronically.

For ease of review, when completing the Travel Expense Summary report please number your receipts and enter the correlating number on the expense report. Like expenses can be combined. For example, if you have five bus tickets, feel free to number all of them the same number and enter them on the same line on the expense report. The mileage section is at the bottom left hand corner, with room for four roundtrips. The total mileage per trip should be entered. The electronic version of the form will calculate the reimbursable amount automatically.

Original receipts must be attached to the form. If the purchase was made online, please attach a print-off of the confirmation which includes the total price. If the expenditure will only show up on a credit card statement, we will need a copy of the statement. For those items that no receipts are available, reimbursement can only be made for up to \$25 each. **These policies concerning documentation are audit requirements.**

NOTE: All receipts submitted for Faculty Start-Up Funds should be submitted directly to the Grants Manager in the Business Office.