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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. Consistently recognized for excellence in undergraduate liberal arts education, Hendrix emerged in the 1990s as a leader in undergraduate research.

From the foundation of 130 years of excellence in education, Hendrix College moves confidently into the 21st century.
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, serves as Secretary of the Board of Trustees, 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.

**Provost and Dean of the College**

The Provost and Dean of the College is responsible for coordination of the academic affairs area. The Provost works with the faculty and its committees in formulating and recommending educational policies. With advice of the Area Chairs and department chairs, the Provost makes recommendations to the President in matters involving professional concerns and relationships of the faculty. In the absence of the President, the Provost presides at faculty meetings.

**Vice President for Business and Finance**

The Vice President for Business and Finance is responsible for the financial affairs of the College. The Vice President for Business and Finance has direct responsibility for the permanent funds of the College and is the chief fiscal officer. The Vice President for Business and Finance 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 Vice President for Business and Finance office is responsible for the purchase of equipment, supplies, and materials. The Vice President for Business and Finance supervises the maintenance of financial records and makes reports to the President, to officers, and to Committees of the Board as needed.

Executive Vice President and Dean of Advancement and Planning
The Executive Vice President and Dean of Advancement and Planning is responsible for conceiving, designing, and implementing fund-raising, college-relations, and alumni and friends’ programs consistent with the aims and objectives of the College and in response to institutional needs. The Executive Vice President and Dean of Advancement and Planning carries the responsibility for managing the institution’s efforts in all these areas, including relations with government agencies. The Executive Vice President and Dean of Advancement and Planning also supervises the Director of Athletics, the Chaplain, and the Director of the Hendrix-Lilly Initiative.

**Vice President for Student Affairs**

The Vice President for Student Affairs, working with a team of professional student development staff including the Dean of Students, supervises the student life program of the College. The Student Affairs staff works closely with members of the faculty, especially the Student Life Committee, which advises the Office of Student Affairs. The Office of Student Affairs also works collaboratively with the Chaplain who plans religious life programs. The Vice President for Student Affairs is one of the advisors to the Student Senate and staffs the 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 organizations, Propylaea, the campus center, student health services, student counseling services, career development center, internships, and student conduct and discipline.

**Vice President for Enrollment and Dean of Admission and Financial Aid**

The Vice President for Enrollment is responsible for new student enrollment, total enrollment stability, supervising financial aid, and preparing enrollment projections and analysis. Specifically, this individual on a continual basis will present to the College an analysis of institutional characteristics, market trends, strategic planning, and strategy implementation as these relate to new student enrollment, retention of current students, and financial aid. The Vice President for Enrollment also works closely with the Committee on Enrollment and Financial Aid as appointed by the faculty regarding the admission and acceptance of new students and former students to the College community.

**THE FACULTY**

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. (See Section 16 of the Bylaws in Appendix 1.) 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. (See Section 16 of the Bylaws in Appendix 1.) The faculty also has broad responsibilities in the area of student life.

**AREA CHAIRS**
Area Chairs are appointed by the President. 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 two 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 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 **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, departmental and program 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 Committee on Academic Policy.
The **Associate Provost for Advising and Retention** coordinates and oversees the Hendrix faculty advising system. The Associate Provost for Advising and Retention 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 **Coordinator of Academic Support Services** is responsible for providing services to promote academic success. The Coordinator provides individual and group learning strategy instruction, coordinates initiatives and procedures for at-risk student populations, and oversees the Peer Tutoring program.

The **Registrar and Director of Institutional Research** is responsible for the management of student information records utilizing Teams Elite modules, the preparation of database reports, the interpretation and application of academic rules and regulations, degree audits, the certification of student eligibility for all academic honors and degrees, and preparation of enrollment statistics for internal and external constituencies. The Registrar represents the Office of Academic Affairs on the Curriculum Committee and assists in annual commencement ceremonies.

The **Director of Bailey Library** oversees the management of all areas of Bailey Library and Academic Resource Center including collections, services, technologies, budgets, personnel, policies, planning, and physical space. The library director evaluates print and electronic collections and coordinates subject content with curricular and research needs of Hendrix faculty and students. The library director negotiates electronic database contracts and cooperative arrangements with publishers, other Arkansas libraries, Associated Colleges of the South libraries, the Independent Colleges and Universities of Texas libraries, and consortial regional libraries throughout the southwestern U.S.
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 during spring semester for the following year and elected by the faculty. Members of the Council on Academic Policy are elected for three-year terms, and members of the Committee on Committees are elected for two-year terms. Both of these elections will use a modified Hare balloting system. Although the elections will be held concurrently, ballots for the Council on Academic Policy will be tallied first and those newly elected to the Council will be eliminated from consideration in the current election to the Committee on Committees.

   a. Faculty members with voting privileges are eligible for election to the Council on Academic Policy and the Committee on Committees. 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 will distribute nomination ballots to all members of the voting faculty. Each nomination ballot will include the names of all faculty members who are both eligible and willing to serve on the committee. Members rotating off the committee will not be included on the ballot. Each voting faculty member will be able to nominate up to two candidates listed on the ballot. The top 25 candidates in terms of the number of votes they have received will then go forward into the election round proper.

      If fewer than 25 candidates are nominated, all candidates nominated will advance to the election round. In the event of a tie for the last qualifying ranking, all the candidates so tied will 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 will distribute the Hare ballots in order to conduct the election proper. Voting faculty will rank order the candidates on the ballot, and the election will proceed according to the procedure outlined in paragraph “d.”
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 will be 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 will then be 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 (Associate Provost) 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 still 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 will continue 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 will inform the faculty of the results of the elections.

5. The Student Senate elects student members to the various committees on which students serve. Students begin their service on committees in the fall of the academic year for which they are elected.

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 Committee on Committees.

8. The President of the College is an ex officio member of all standing committees except the College Judicial 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 Committee on Committees as individual cases. Normally, faculty members shall be assigned to committees for staggered three-year terms.

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 the Council on Academic Policy or the Committee on Committees is unable to serve, the first vacancy will be filled by the first runner-up in the most recent election of faculty members to the respective council/committee; the second vacancy will be filled by the second runner-up; each subsequent vacancy will be filled in the same rank order. In case of a tie among the runners-up, the tie will be 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 will be held.
Standing Committee Descriptions and Memberships

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:

- Ex officio Registrar (non-voting) (Wang) (1)
- Faculty-at-large Boehm (chair), Dunn, Kerr (3)

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 Bridges, Gatti-Clark, Maakestad, Murray (chair), Penner (5)
- Students (confidential) (6)

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**
  - President of the College (Cloyd)
  - Provost, Chair (Entzminger)
  - Associate Provost, non-voting (D. Sutherland)

- **Area Chairs**
  - Harris, Kopper, Rupert

- **Faculty-at-large**
  - Campbell (04-07), McAinsh (04-07), Ablondi (05-08), King (05-08), Gron (06-09), Haggard (06-09)
  - Agnew replaces Campbell, Fall
  - Toth replaces King, Fall and Spring

- **Students**
  - Student Senate President (Russ Montgomery)
  - Elected student representative (Holly Robbins)

**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:**

- **Ex Officio**
  - Director of Athletics (Powell)
  - NCAA and SCAC Representative (Scott, chair)

- **Faculty-at-large**
  - Kelly, Hales

- **Students**
  - Gary Berner, Liz Blackmon
  - Abram Harder (alt)

**College Judicial Council**

The College Judicial 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

Dean of Students (Bailey)
Representative of Office of Academic Affairs (Jackson)
Secretary (non-voting)

Faculty-at-large

Arms, Fannin, Hannah
Lombardi, Miller (chair)

Students

(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

Associate Provost, Chair (D. Sutherland)

Faculty-at-large

Bruininks (05-07), Moore (05-07)
Maxwell (06-08), Toth (06-08)

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

Registrar (Wang)

Faculty-at-large

Berry, Burch, Flannery-Dailey
Morrison (chair), Payne, M. Sutherland

Students

Meagan Graham, Layet Johnson
Christina Von Reyn, Jon Musser (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:

**Ex Officio**

- Director of Multicultural and International Student Affairs
- Representative of Multicultural Development Committee (James Tyus)

Faculty-at-large

- Duina, Muse (chair), Vilahomat

Students

- Jessica Crenshaw, Jane Santa-Cruz
- Hina Mehta (alt)

**Committee on Enrollment and Financial Aid**

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

Membership:

**Ex Officio**

- Vice President for Enrollment (Foust)
- Associate Provost for Advising and Retention (Herrick)
- Executive Director of Admission (Kropf)
- Director of Financial Aid (non-voting) (Bandré)

Faculty-at-large

- Chappell, Krebs (chair), Stanley

Students

- Rachel DeCuir, Heath DeJean
- Amy Elkins (alt)

**Committee on Experiential 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:

**Ex officio**

- Odyssey Program Director (Schantz)
- Associate Provost (D. Sutherland)
- Odyssey Program Associate Director (non-voting) (Fleming)
- Director of Civic Engagement Projects (Barth)

Faculty-at-large

- Dearolf, Goldberg,
- Goodwin (chair), McDaniel
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 which makes recognition especially fitting.

Membership:

- Executive Vice President and Dean of Advancement and Planning (Jones)
- Hines, Peszka (chair), Teague

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:

- Distinguished Scholarships Advisor (Shutt)
- Binnie, Capek, Murphy
- Vernon (chair)
Committee on Information and Instructional Resources

Advises the College on the development of library holdings and services, media and classroom technologies, and computing resources to work together in support of teaching and scholarship.

Membership:

Ex Officio
- Director of the Library (Moore)
- Representative from the Office of Information Technology (Fraser)
- Director of Media Center (Engeler-Young)

Faculty-at-large
- Ferrer, Fought (chair), Shackelford

Students
- Neal Bledsoe, Nathan Fenster
- Donald Turner (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
- Representative of Office of Admission
- Representative of Office of Student Affairs
- Representative of Hendrix-Murphy Foundation Programs (Doyle)
- Coordinator of International Programs (Oudekerk)

Faculty-at-large
- Barel, Crowder, Oxner (chair)

Students
- Lovemore Gororo, Zach Person
- Natalie Telchi (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
- Dean of Students (Bailey)
- Chaplain (Clark)

Faculty-at-large
- Fabricio, Mayo, Moran (chair), Skok
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:

- **Ex Officio**
  - (3) Chair of the Department of Education, Chair (Jennings)
  - Representative of Student Arkansas Education Association
  - Faculty member in Department of Education (Perry)

- Faculty-at-large
  - (2) Collins, Garrison

- Students
  - (1) Katie Pearce

- Invited
  - (3) from outside the College
General Education Committees

Each of the following committees or individuals is responsible for its respective part of the general education program of the College. Responsibilities of the committees and individuals include initiating curricular design, advising the Office of Academic Affairs in the scheduling or approving of annual course offerings, designing and implementing faculty development projects, and proposing changes to courses, new courses, and related policies to the faculty through the Committee on Curriculum.

Journeys: Schmidt (chair)

Explorations: Herrick and J. Hardin

Challenges of the Contemporary World: Capek (chair), Lombardi, McDaniel, and Shutt

Learning Domains and Quantitative Skills Capacity: Committee on Curriculum

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

Foreign Language Capacity: Foreign Languages department chair [Arms]

Physical Activity Capacity: Physical Activity Coordinator [Hannah]

Interdisciplinary Programs Committees

The following committees are analogous to academic departments in their relationship to the Committee on Curriculum. Each committee is responsible in its respective part of the collegiate center for initiating curricular design, for advising the Office of Academic Affairs in the scheduling or approving of annual course offerings, for designing and implementing faculty development projects, and for proposing changes to courses, new courses, and related policies to the faculty.

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

American Studies: Barth, Capek, Chappell, Goldberg, Harris, Hines, Jennings, McKenna, Schantz, Shackelford, Skok, Toth, and Vernon (chair)

Biochemistry-Molecular Biology: Collins, Duina, Goodwin, Haggard, Hales, Kopper, Murray, and M. Sutherland (chair)

Environmental Studies: Capek, Hines, Lombardi, and Moran (chair)

Film Studies: Bridges, Flannery-Dailey, and Miller (chair)

Gender Studies: Barth, Binnie, Campolo, Capek, Falls-Corbitt, Harris, Hines, Maslin-Wicks, Muse (chair), Resinski, Schantz, Skok, Templeton, Toth, Vernon, and West

International Relations and Global Studies: Berry, King, McDaniell, Oudekerk (chair), Scott, and West
Special Programs

W.C. Buthman Endowed Visiting Scholar and Lectureship Program
Oversight for the Buthman Program is provided by the Challenges of the Contemporary World Committee. At present the membership includes Capek (chair), Lombardi, McDaniel, and Shutt.

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

Hendrix-Murphy Foundation Programs in Literature and Language

Officers of the Foundation (3)
President (Cloyd); Vice President (Entzminger); Secretary/Treasurer (Young)

Board of Directors (5)
President of the College (Cloyd); 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 (Stephen M. Patterson); Chair of Trustees Finance & Investments Committee (A. Byron Nimocks, III)

Executive Committee (6)
Provost & Dean of the College (Entzminger); Vice President for Business & Finance (Young); Lineal Descendant of Bertie Wilson Murphy (Martha Wilson Murphy); Foundation Director (D. Sutherland); Foundation Associate Director (Doyle); Foundation Program Review and Evaluation Committee (McAinsh)

Program Review and Evaluation Committee (9)
Foundation Director (ex officio) (D Sutherland); Provost & Dean of the College (ex officio) (Entzminger); Lineal Descendant of Bertie Wilson Murphy (Martha Wilson Murphy); Rep. of English Department (Hines-Fall 2008); Rep. of Foreign Language Department (Resinski-Fall 2007); Rep. of Theatre Arts Department (Muse-Fall 2009); Rep. of Natural Sciences Area (Duina-Fall 2011); Rep. of Social Sciences Area (McAinsh-Fall 2010); Off-Campus Reps. (Judy Baker Goss–Fall 2009, Tommy Small–Fall 2008); Rep. of the Student Body (Elizabeth Bahm-Fall 2007)
Murphy Building Student Committee (8)
Murphy Program Committee Liaison (Elizabeth Bahm); Reps. of Theatre Arts Department (Lauren Hainley, Megan Stephenson); Reps. of Foreign Languages Department (Grace Cunningham, Natalie Pullen); Reps. of English Department (Matthew Ormsbee, Jennifer Tate); At Large Representatives (Heath DeJean, TBA)

Hendrix-Lilly Vocations Initiative
Membership of the Hendrix-Lilly Vocations Initiative Board includes Falls-Corbitt (director), Bruininks, Hardin, Harris, Moore, Rupert, D. Sutherland. Ex Officio members are W. Clark, Entzminger, R. Jones.

Special Events Board
Staff (5) Rep. of Academic Affairs (Engeler-Young); Rep. of Advancement (Plotkin); Rep. of Business Office (Lee); Rep. of Student Life (TBA, Wagner)
Faculty (3) Campolo; Grace (chair); Griebling
Students (2) TBA

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

Faculty Programs Support Committees

Faculty Colloquium Committee: Chappell, Shutt, Sutherland D.
The Faculty Colloquium is held at 4:00 p.m. on the same days as scheduled faculty meetings.

Human Subjects Review Board: Bruininks (chair), Stanley (Social Sciences Area rep.), Campolo (Humanities Area rep.), Dearolf (Natural Sciences Area rep.). Community Health representatives: Jon Vammen, D.D.S., Beth White (Conway High School Psychology Faculty member)
The Human Subjects Review Board Policy can be found at www.hendrix.edu.

Institutional Animal Care and Use Committee: Kopper (Natural Sciences Area Chair), Clark (Chaplain), Lombardi (chair), Dearolf (Institutional Animal Welfare Officer), Audrey Burns (Chestnut Animal Clinic) and Dr. F. Dunn Jones, D.V.M. (Jones Veterinary Clinic)
The College’s Animal Welfare Policy can be found at www.hendrix.edu.

Marshals of the College: Goodwin, Griebling, and Peszka
The College Marshals direct academic processions and seating at all convocations.
Academic Chemical Safety Officers: Bradley (Chemical Compliance–chair), Born (Physics), Bell (Biology), Duina (Radiation Safety Officer–Biology), Grace, (Theatre Arts), Kelly (Kinesiology), Kopper (Chemistry), Maakestad (Art)

Hendrix College employs a Campus Chemical Compliance Officer (Bradley) who oversees compliance with OSHA’s Hazard Communication and Laboratory Standards. Chemical Safety information is available at http://www.hendrix.edu/safety and includes the College’s official Hazard Communication Standard and Chemical Hygiene Plan.

Research Integrity Officer: Kopper
The Research Integrity Statement can be found at www.hendrix.edu.

Faculty Reference Guide

Area, Department, and Program Chairs

Humanities Area
Art
Jane Harris
English
Rod Miller
Foreign Languages
Alice Hines
Music
Jon Arms
Philosophy
Karen Griebling
Religion
Fred Ablondi
Theatre Arts
Jay McDaniel

Natural Science Area
Biology
Randy Kopper
Chemistry
Bruce Haggard
Mathematics & Computer Science
Warfield Teague
Physics
Dwayne Collins (Fall)

Social Sciences Area
Economics and Business
Duff Campbell (Spring)
Education
Ann Wright
History
Philosophy
Kinesiology
Religion
Politics
Sociology/Anthropology

Program Chairs
Africana Studies: West
American Studies: Vernon
Biochemistry-Molecular Biology: M. Sutherland
Environmental Studies: Moran
Film Studies: Miller
Gender Studies: Muse
International Relations and Global Studies: Oudekerk

Distinguished Scholarships Advisors

Distinguished Scholarships Advisor .............................................. Shutt

National Security Education Program David L. Boren
Scholarships .................................................................................. Oudekerk
Carnegie Endowment for International Peace
Junior Fellow ................................................................................. Shutt
Jack Kent Cooke Scholarship............................................................ Maslin-Wicks
Gates Cambridge Scholarship......................................................... Binnie
Goldwater Fellowship .................................................................... Teague
Fulbright .......................................................................................... Shutt
Javits Scholarship .......................................................................... Vernon
James Madison Fellowship ............................................................ Jennings
Marshall Scholarship ...................................................................... Entzminger
Mellon Fellowship ......................................................................... Vernon
George J. Mitchell Scholarship ..................................................... Binnie
Charles B. Rangel International Affairs Fellowship ................ Shutt
Rhodes Scholarship ....................................................................... Entzminger
Paul and Daisy Soros Fellowships for New Americans ............... Shutt
Rotary Foundation Ambassadorial Scholarships ...................... Powell
Truman Scholarship ....................................................................... Barth
Morris K. Udall Scholarship ....................................................... Moran
Watson Fellowship ....................................................................... Murphy

Study Abroad, Off-Campus Programs, and Field Coordinators

Coordinator of International Programs ........................................ Oudekerk

Combined Engineering Programs ............................................... Rolleigh
Gulf Coast Research Laboratory .................................................. Dearolf
Internships ..................................................................................... Coker
Semester in Environmental Science ............................................ Moran
Sunoikisis ....................................................................................... Resinski
Washington Semester ................................................................. Barth
Pre-Accounting ............................................................................. Kerr
Pre-Engineering ........................................................................... Rolleigh
Pre-Foreign Service ................................................................. Larson
Pre-Law ................................................................. Barth
Pre-Medical ................................................................................... M. Sutherland
Pre-Dental .................................................................................... Hales
Pre-Pharmacy .............................................................................. Teague
Pre-Physical Therapy ................................................................. J. Hardin
Pre-Veterinary ............................................................................ Lombardi
Pre-Social Work .......................................................................... Toth
Pre-Theology ................................................................................ Farthing
Teacher Certification ................................................................. Jennings

Student Organizations and Media Advisors

Honorary Societies
Alpha Epsilon Delta (pre-medical) ................................................. M. Sutherland/ Goodwin
Alpha Kappa Delta (sociology) ...................................................... Toth
Alpha Psi Omega (theatre arts) .................................................. Muse
Beta Beta Beta (biology) ......................................................... Gatti-Clark
Lambda Alpha (anthropology) .................................................. Toth
Phi Alpha Theta (history) ......................................................... Shackelford
Phi Beta Kappa ................................................................. Peszka
Pi Delta Phi (French) ............................................................ Martin
Pi Mu Epsilon (mathematics) ..................................................... Campbell
Psi Chi (psychology) ........................................................... Peszka
Sigma Delta Pi (Spanish) ......................................................... Contreras-Silva
Sigma Tau Delta (English) ....................................................... Asman

Student Government and Media
The Aonian ........................................................................... Chappell
KHDX Radio ............................................................................ Ablondi
The Profile ............................................................................... Hines
Student Senate ......................................................................... Maslin-Wicks
The Troubadour ...................................................................... Hines

Academic and Professional Organizations
American Chemical Society .................................................... Hales
Buthman Historical Society .................................................... Larson
Hendrix Biological Society ..................................................... Gatti-Clark
Hendrix Model United Nations .............................................. Richardson
Franklin Literary Society ...................................................... Campolo
Philosophy Club ................................................................ Ablondi
Phi Beta Lambda (business) ..................................................... Berry/Fraser
Pre-Law Society ................................................................ Barth
Pre-Theology Club .............................................................. W. Clark
Psychology Club ................................................................ Templeton
Rhetoric Society ................................................................ Richardson
Society of Physics Students .................................................... Wright
Sociology/Anthropology Club ............................................... Toth
Student Arkansas Education Association .............................. Perry

Multicultural Organizations
Multicultural Development Committee ................................. TBA
Students for Black Culture ...................................................... Hines
Students for Latin and Iberian Culture .................................... Contreras-Silva
Students Promoting Education on Asian Culture .................... TBA
UNITY ................................................................................ Barth

Religious Organizations
Fellowship of Christian Athletes .............................................. Garrison
Hendrix Catholic Campus Ministry ................................................................. Ferrer
Hendrix Jewish Students Association – Hillel ............................................... Flannery-Dailey
Religious Life Council ................................................................................... Clark
Student Mobilization ..................................................................................... Clark

Building Coordinators
Acxiom Hall ............................................................................................... Warfield Teague
Art Buildings .............................................................................................. Matthew Lopas
Bailey Library ............................................................................................. Amanda Moore
Bookstore ................................................................................................... Dee Dee Allen
Brown House .............................................................................................. tba
Browne House ............................................................................................ tba
Buhler Hall .................................................................................................. DeAnn Huett
Cabe Theatre .............................................................................................. Danny Grace
Cook House ................................................................................................ tba
Couch Hall .................................................................................................. Teala Robinson
Dickinson House ......................................................................................... tba
DW Reynolds Life Sciences ......................................................................... Bruce Haggard
Ellis Hall ...................................................................................................... Cheryl Richman
Fausett Hall ................................................................................................. Cris Williamson
Galloway Hall ............................................................................................ Connie Gardner
Greene Chapel ............................................................................................ Wayne Clark
Grove Gymnasium ...................................................................................... Jennifer Sullivan
Hardin Hall .................................................................................................. tba
Health House .............................................................................................. Donna Chastain
Hendrix Apartments
  Front Street .............................................................................................. tba
  Clifton Street ............................................................................................ Tonya Hale
Hulen Hall (Ballroom, Dining Room) .......................................................... Mike Flory
Hulen Hall (Burrow, Sun Porch) ................................................................ Dave Wagner
Information Technology ........................................................................... Sam Nichols
Language House ........................................................................................ Jon Arms
Mabee Center .............................................................................................. Jennifer Sullivan
Martin Hall .................................................................................................. tba
McCreight House ......................................................................................... tba
Mills Center ................................................................................................. Robin Hartwick
Murphy House ........................................................................................... Sarah Engeler-Young
Physical Plant ............................................................................................. Loyd Ryan
Post Office .................................................................................................. Zena Davis
President’s House ....................................................................................... Nancy Neighbors
Raney Building ........................................................................................... Cathy Goodwin
Raney Hall ................................................................................................... Connie Gardner
Reynolds Hall ............................................................................................. Dwayne Collins
Smith House ................................................................................................ tbas
Staples Auditorium ..................................................................................... Bobby Engeler-Young
Trieschmann ............................................................................................... John Krebs
Veasey Hall ................................................................................................. Lindsay Hackmann
### Enrollment Data: 2003-06

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<td>295</td>
<td>754</td>
<td>1049</td>
</tr>
</tbody>
</table>

### International Students

<table>
<thead>
<tr>
<th></th>
<th>2002-03</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Students-total</td>
<td>20</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Non-resident aliens</td>
<td>14</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Resident aliens</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Exchange students</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Housing

85% of students are in college residence halls (college owned, operated, or affiliated housing).

### Faculty, Fall 2005

85 full-time faculty; 22 part-time; 94.3 FTE
4 faculty librarians
88% of full-time teaching faculty hold doctorates
100% of full-time teaching faculty have appropriate advanced degrees
65% of faculty are tenured

### New Students

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>267</td>
<td>295</td>
<td>280</td>
</tr>
<tr>
<td>Transfers</td>
<td>23</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Applications</td>
<td>891</td>
<td>1027</td>
<td>1086</td>
</tr>
<tr>
<td>Acceptances</td>
<td>770</td>
<td>875</td>
<td>896</td>
</tr>
</tbody>
</table>
# 2006-2007 Academic Calendar

Transitions Workshop  
Explorations Workshop  
Journeys Workshop  
Degrees conferred on summer graduates  
Council of New Student Advisors  
Fall Faculty Conference  
New Faculty Orientation  

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7-8 (Mon-Tue)</td>
<td>Explorations Workshop</td>
</tr>
<tr>
<td>August 9-11 (Wed-Fri)</td>
<td>Journeys Workshop</td>
</tr>
<tr>
<td>August 11 (Fri)</td>
<td>Degrees conferred on summer graduates</td>
</tr>
<tr>
<td>August 11, 15 (Fri, Tue)</td>
<td>Council of New Student Advisors</td>
</tr>
<tr>
<td>August 14 (Mon)</td>
<td>Fall Faculty Conference</td>
</tr>
<tr>
<td>August 15 (Tue)</td>
<td>New Faculty Orientation</td>
</tr>
</tbody>
</table>

## Fall Semester

New students arrive  
Orientation  
All other students return  
New student registration  
Journeys classes begin  
Confirmation and schedule change day  
First day of classes  
Council on Academic Policy  
Deadline to add a class  
Labor Day (no classes)  
Council on Academic Policy  
Faculty Meeting  
Council on Academic Policy  
Deadline to change to or from “Credit Only”  
Deadline to drop a class with no grade  
Council on Academic Policy  
Interim reports due  
Fall Break  
Faculty Meeting  
Council on Academic Policy  
Deadline for sabbatical leave applications  
Deadline to drop a class with a “W” grade  
Council on Academic Policy  
Faculty Meeting  
Thanksgiving Break  
Council on Academic Policy  
Last day of classes  
Reading Day  
Final Exams  
Faculty Meeting (optional)  
Council on Academic Policy  
Final Exams  
Winter Break  

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15 (Tue)</td>
<td>New students arrive</td>
</tr>
<tr>
<td>August 15-21 (Tue-Mon)</td>
<td>Orientation</td>
</tr>
<tr>
<td>August 21 (Sun)</td>
<td>All other students return</td>
</tr>
<tr>
<td>August 21 (Mon)</td>
<td>New student registration</td>
</tr>
<tr>
<td>August 21 (Mon)</td>
<td>Journeys classes begin</td>
</tr>
<tr>
<td>August 22 (Mon)</td>
<td>Confirmation and schedule change day</td>
</tr>
<tr>
<td>August 22 (Tue)</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 24 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>September 1 (Fri)</td>
<td>Deadline to add a class</td>
</tr>
<tr>
<td>September 4 (Mon)</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>September 7 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>September 20 (Wed)</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>September 21 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>September 22 (Fri)</td>
<td>Deadline to change to or from “Credit Only”</td>
</tr>
<tr>
<td>September 22 (Fri)</td>
<td>Deadline to drop a class with no grade</td>
</tr>
<tr>
<td>October 5 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>October 10 (Tue)</td>
<td>Interim reports due</td>
</tr>
<tr>
<td>October 12-15 (Wed-Sun)</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 18 (Wed)</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>October 26 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>November 1 (Wed)</td>
<td>Deadline for sabbatical leave applications</td>
</tr>
<tr>
<td>November 3 (Fri)</td>
<td>Deadline to drop a class with a “W” grade</td>
</tr>
<tr>
<td>November 9 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>November 15 (Wed)</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>November 22-26 (Wed-Sun)</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>November 30 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>December 4 (Mon)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 5 (Tue)</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 6-8 (Wed-Fri)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 6 (Wed)</td>
<td>Faculty Meeting (optional)</td>
</tr>
<tr>
<td>December 7 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>December 11-13 (Mon-Wed)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 14-Jan 14</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

## Spring Semester

Degrees conferred on fall graduates  
Deadline for externally-funded leave applications  
Residence halls open  
Confirmation and schedule change day  
First day of classes  
Faculty Meeting  
Council on Academic Policy  
Deadline to add a class  

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5 (Fri)</td>
<td>Degrees conferred on fall graduates</td>
</tr>
<tr>
<td>January 10 (Wed)</td>
<td>Deadline for externally-funded leave applications</td>
</tr>
<tr>
<td>January 14 (Sun)</td>
<td>Residence halls open</td>
</tr>
<tr>
<td>January 15 (Mon)</td>
<td>Confirmation and schedule change day</td>
</tr>
<tr>
<td>January 16 (Tue)</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 24 (Wed)</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>January 25 (Thu)</td>
<td>Council on Academic Policy</td>
</tr>
<tr>
<td>January 26 (Fri)</td>
<td>Deadline to add a class</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>February 8 (Thu)</td>
</tr>
<tr>
<td>Faculty Meeting</td>
<td>February 14 (Wed)</td>
</tr>
<tr>
<td>Deadline to change to or from “Credit Only”</td>
<td>February 16 (Fri)</td>
</tr>
<tr>
<td>Deadline to drop a class with no grade</td>
<td>February 16 (Fri)</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>February 22 (Thu)</td>
</tr>
<tr>
<td>Interim reports due</td>
<td>March 8 (Thu)</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>March 8 (Thu)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10-18 (Sat-Sun)</td>
</tr>
<tr>
<td>Faculty Meeting</td>
<td>March 21 (Wed)</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>March 22 (Thu)</td>
</tr>
<tr>
<td>Deadline to drop a class with a “W” grade</td>
<td>March 30 (Fri)</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 6 (Fri)</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>April 12 (Thu)</td>
</tr>
<tr>
<td>Faculty Meeting</td>
<td>April 18 (Wed)</td>
</tr>
<tr>
<td>Honors Day</td>
<td>April 26 (Thu)</td>
</tr>
<tr>
<td>Council on Academic Policy</td>
<td>April 26 (Thu)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>April 30 (Mon)</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 1 (Tue)</td>
</tr>
<tr>
<td>Final exams</td>
<td>May 2-4 (Wed-Fri)</td>
</tr>
<tr>
<td>Final exams</td>
<td>May 7-9 (Mon-Wed)</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 11 (Fri)</td>
</tr>
<tr>
<td>Commencement, 9:00 am</td>
<td>May 12 (Sat)</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Course</td>
<td>3 course</td>
</tr>
<tr>
<td>Intercollegiate Athletics Team Coach</td>
<td>2 courses</td>
</tr>
<tr>
<td>Laboratory Section</td>
<td>½ course</td>
</tr>
<tr>
<td>Music Ensemble</td>
<td></td>
</tr>
<tr>
<td>Major with 4 hrs/week rehearsals</td>
<td>1 course</td>
</tr>
<tr>
<td>Music Ensembles</td>
<td></td>
</tr>
<tr>
<td>Combined Minor 4 hrs/weeks rehearsals</td>
<td>1 course</td>
</tr>
<tr>
<td>Music Studio Instruction or Accompaniment</td>
<td></td>
</tr>
<tr>
<td>6 hours/week</td>
<td>1 course</td>
</tr>
<tr>
<td>Regular Course</td>
<td>1 course</td>
</tr>
<tr>
<td>Research Supervision</td>
<td>1 ½ course</td>
</tr>
<tr>
<td>Theatrical Production-Design</td>
<td>1 course</td>
</tr>
<tr>
<td>Theatrical Production-Direction</td>
<td>1 course</td>
</tr>
</tbody>
</table>

**Admission of Students to Classes**

Students must register in advance for all work for which they expect to receive credit. The Registrar will periodically send class rosters to instructors during the semester including a confirmation roster that is sent during the first week of classes. The instructor should ask every student enrolled in the course to sign the confirmation roster and should then return it to the Registrar by the deadline printed on the roster. 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.

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 will typically be excused for documented cases of illness, 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 will be 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 will forward the appeal to the Academic Appeals Committee for review and action.

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 will 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.

Faculty members should follow the policies outlined in the College 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 will confer 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.

All faculty members with full-time teaching responsibilities at Hendrix College will conduct student evaluations of all regular courses. Faculty with part-time course teaching responsibilities will conduct student evaluations on schedules to be determined in consultation with the department chair.

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 and comprehensively presented. Student views should also be solicited on the question 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 commands 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 was challenging and whether the course engaged them with new information, raised topics they had not previously confronted, or offered abilities and capacities they had not previously possessed.

- **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 sensitive to students and is perceived as approachable by them.

- ** 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.

- **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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**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 creates an environment intended not only to cultivate an active interest in the liberal arts but also to serve as a place for students to begin taking 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 accomplish the following:

- 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, the students have committed to adhere to the following principles:

• All students have an equal right to express 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, or 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.

The Committee on Academic Integrity handles all instances of alleged academic dishonesty. The composition of the committee and the hearing process are described in Appendix 2.
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 Associate Provost for Advising and Retention. 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 will be expected to advise students majoring in their disciplines. Periodically, they will also be 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 Associate Provost for Advising and Retention. 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 less 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;
- making use of Career Services;
- making use of Academic Support Services;
- 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. 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 professional meetings;
  - developing professional networks and visibility in appropriate professional and disciplinary circles; and
  - participating in outreach activities designed to offer professional expertise beyond the campus (speaking engagements, 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 presentations;
  - artistic creation and performance;
  - intensive study and expansion into new disciplinary areas;
  - curriculum development; and
  - pedagogical development.

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.

**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 will 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 will continue 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. First, 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.

Following 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 third 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) a record of service to the development of the college community and possibly beyond, and (c) professional development in the form of work appropriate to the faculty member’s disciplinary area. 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, will develop a workable plan for professional development. In addition, tenured faculty will also have an opportunity during the evaluation process, undertaken every five years, to assess their career paths and chart a course for their future professional development. In addition, all faculty, both tenured and probationary, will be 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 either in the area of professional development or in the area of community development. Thus, depending on their talents and inclinations, some faculty may elect to emphasize service to the College or wider community and focus the majority of their energy in these areas. Others, however, may decide to emphasize various forms of scholarly activity. Accordingly, while all faculty at Hendrix should 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 should 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 should 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 will 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 Associate Provost for Advising and Retention and reviewed by the Committee on Faculty. Students will have the opportunity each year to evaluate their advisors and the advising process. The inclusion of copies of student evaluations in the faculty members’ evaluation dossier for the year preceding the evaluation is also 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 a list detailing common forms of professional development. The list is meant to be representative, not exhaustive.

• research that leads to the publication of books, articles in professional journals, or chapters in edited volumes;

• participation in symposia at regional or national disciplinary meetings;

• paper or poster presentations at regional or national disciplinary meetings;

• involvement as an office holder in professional organizations;

• service as a judge or reviewer in one’s discipline (such as peer review of scholarly articles, or judging musical competitions);

• artistic performances appropriate to one’s discipline (such as recitals or plays);

• exhibitions of visual art;

• attendance at regional or national disciplinary meetings;

• participation in workshops or seminars devoted to the enhancement of pedagogy;

• continued intellectual growth as evidenced by involvement with areas outside one’s discipline.

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 will both outline a future course for professional development and assess the progress one has made since the last evaluation. Consequently, this letter will constitute a very important component of the evaluation process.

All faculty should obviously submit an updated curriculum vitae reflecting all recent professional 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. 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 recordings of their work. Alternatively, department chairs and area chairs should be encouraged to attend such performances or exhibitions whenever possible.

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 accepts membership in a group 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 campus 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 will 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;
- Help to oversee and direct the work of student organizations;
- Participate directly in the life of the College through personal involvement as a participant in faculty forums, community sports, trips in support of student scholarship, or informal musical opportunities;
- Support the life of the College through attendance at theatrical, musical, and sporting events, lectures, art shows, or student fund-raising 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 should be chronicled in the faculty member’s self-evaluation letter. This will be 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 may 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.

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

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 with her or his 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.

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<th>Examples:</th>
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Each tenured member of the faculty undergoes a formal evaluation during every fifth year after being granted tenure.

Faculty holding distinguished professorships are exempt from the formal evaluation system. Any such faculty member, however, can voluntarily undergo an evaluation if he or she chooses to do so.
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 should be viewed by the Hendrix faculty as 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 will prepare 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, including letters from faculty and peer colleagues;
- Student evaluations from at least the most recent section of each course taught since the last evaluation;
- academic advising evaluations for the year preceding the year of evaluation;
- student letters (optional).

The faculty member is encouraged to invite the department chair, Area Chair, Provost, and any 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 should outline his or her major achievements and address the criteria for evaluation (See the preceding Faculty Duties and Responsibilities section in which these criteria are detailed.). She or he should also state goals for the future and address how the goals are to be achieved.

Student evaluations from at least the most recent section of each course taught by the faculty member will be submitted. Rather than selective inclusion, all evaluation forms from a given class should be submitted. Examples of evaluation forms are available in the Provost’s office.

The faculty member to be evaluated will receive a letter from the Provost informing him or her about the evaluation process shortly after the commencement of the academic year. The evaluation notebook will be delivered to the Area Chair by the date specified in the letter from the Provost. The notebook will be protected by reasonable security measures, and kept in the Area Chair’s office. It will be 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) will be retained in the Area Chair’s office.

The department chair will study the documents provided and prepare an evaluation letter by the end of the first week of the spring semester. The department chair should consult with other members of the department before writing the letter. The letter should be delivered to the Area Chair with a copy sent to the faculty member.
Following the review of evaluation materials by the Area Chair, a conference will be scheduled to include the faculty member, department chair and Area Chair. The conference should 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 will prepare 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 will become a part of the official evaluation notebook. A copy of the Area Chair letter will be provided to the faculty member. 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 will be included in the faculty member’s folder:

- faculty member’s letter;
- current curriculum vitae;
- supporting materials;
- 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) will be forwarded to the Provost and the Committee on Faculty for consideration.

At the conclusion of the evaluation by the Committee on Faculty, the Provost will write a summative letter for the faculty member reflecting the decisions of the Committee on Faculty. Unless otherwise specified, the Area Chair letter will serve 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 will be held. Any written materials generated during the conference or hearing will be made available to the faculty member under evaluation.
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 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. This document should be signed by the faculty members of the committee and by the Provost;
- a formal motion by the President recommending the granting of tenure 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 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,
- a list of all those not being recommended for tenure, although they are eligible, the reasons tenure is not being recommended, the recommendations by the Committee on Faculty and by the Provost, and evidence that grievance procedures were available to those listed.
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 still in progress, usually ABD. 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.

**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.

**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.

**Professor**—earned doctorate or highest terminal degree in field of appointment, with normally ten years of service as an Associate Professor. Promotion to Professor is one of the highest honors that Hendrix can bestow upon its faculty. Such promotion will be awarded on the basis of a demonstrated excellence in teaching and student development, continuing professional development and productivity, and the assumption of a constructive leadership role within the 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, will so inform the Committee on Faculty. The Committee will discuss the professorship and proposed criteria before making appropriate recommendations to the President.

After the President is satisfied with the proposed contractual arrangements, the President shall submit 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 will be made to minimize such limitations.

Appointment of Distinguished Professors. After consulting with the Faculty, the Committee on Faculty will nominate 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. If the President approves the nomination, the appointment will be made only with the consent of the designated faculty member.

Other Provisions. Appropriate plaques will be 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.

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 will be given to the faculty member. Any subsequent renewals or modifications of an appointment and any special understandings will also be stated in writing, and a copy will be given to the faculty member. Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing by May 15 of the terms of appointment.

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 for Fixed Terms

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

A special appointment cannot be used as a substitute for a probationary appointment. If a special appointment is followed by a probationary appointment, the probationary appointment will be normally regarded as having commenced at the time the special appointment commenced.

Full-time special appointments lasting longer than two years will be 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 will be 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 will be informed of that decision, in writing by the President or the President’s delegate, according to the following schedule:

- 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 will be 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 will be 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 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.

Study Phase

Upon receipt of a written statement of a concern, APC will provide 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.

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 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 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.
• 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 will appoint 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, will become a part of the Committee on Faculty’s continuing file on new positions. Annually the Committee on Faculty will present 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. The group usually includes the Provost, the area chair, the department chair, 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. The department chair usually leads the search committee. All search candidate files, communications, and committee proceedings are confidential.

**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. Except in those cases deemed by the Provost to require expediency, the criteria should be discussed with the Search Committee before the advertisement for the position is placed.

**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 will begin; 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 will make 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.

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 will 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 will be 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 will be dependent upon resources available; therefore, such leave will be 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 will require compelling justification and more detailed planning.

Each fall the Provost’s office will develop 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.

Process

A written application for a sabbatical leave must be submitted to the Provost by October 1 to be considered for the next academic year. (A form for the applicant can be found in Appendix 6.) 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 will make a recommendation to the President. Decisions will be 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 will make a recommendation to the President. Decisions will be 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 will distract 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.
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 6) as early as possible in the academic year to ensure that they will receive funding. At the beginning of the academic year, the Committee on Faculty Grants will notify the faculty of the maximum amount that can be awarded to an individual faculty member for faculty travel grants during that academic year.

**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 will not always be the case. It is expected that the work funded by the grant will enrich 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 will 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 will not only further the aims of the faculty member’s project but will also give 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 6.
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 will be 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. 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 will advise the initiator regarding the fit of the project with the College’s academic program.

**Step 2:** If the proposed project will require 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 will then discuss it with the President for final approval.

**Step 3:** 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 4:** Using the External Grant Approval form (included in Appendix 6), submit the proposal to the appropriate officials for approval.

**Step 5:** The Provost will indicate approval of the proposal to the Dean of Advancement and the President.
Step 6: Submit a copy of all proposals for external funding to the Director of Foundation Relations.

Step 7: 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 59.6%. In drafting grant proposals, and when permitted by the granting agency, departments should budget indirect costs of 59.6% on all direct salaries. Fringe benefits are based on actual rates available from the Human Resources Office.

Funds derived from indirect cost recovery will first be allocated to the income accounts of the College’s operating budget to support the cost of administering the grant and utilization of campus facilities.

This policy will be 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 Vice President for Business and Finance.

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 will establish the level of compensation and release time for any participants, and will have final approval over all research and staffing participation for all grants. The regular and scheduled academic needs of the College will be the primary consideration in determining a faculty member’s participation in a grant activity.

Compensation from grant activity during summer months will not 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 will be followed. Compensation from grants, regardless of the funding source, will be issued on payroll checks. Federal Income Taxes and F.I.C.A. taxes will be withheld on all grant checks, as required by the Internal Revenue Service.

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 Coordinator 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 will coordinate grant proposals for College-wide purposes and, upon approval by the Provost and the Dean of Advancement, will assist 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. 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 will evaluate these proposals and submit them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. The Council on Academic Policy will place 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. 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 will evaluate these proposals and submit them to the Council on Academic Policy with one of three notations: recommended, not recommended, or submitted without recommendation. The Council on Academic Policy will place 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 courses may be designated as permanent or temporary. Temporary courses are approved by the Committee on Curriculum for one year only and are not listed in the College catalog.

**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 in Appendix 6 to the appropriate Area(s) and the Committee on Curriculum. The same process should be followed to remove from the catalog courses no longer being offered on a regular basis. Unless there are objections from the Area(s), in most cases the Committee on Curriculum will forward these proposals to the Council on Academic Policy and the faculty as informational items. In some cases the Committee on Curriculum may recommend that the proposed change be discussed and voted on by the entire faculty. 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 two exceptions: the Challenges of the Contemporary World Committee is responsible for CW codes, and the Writing Across the Curriculum Committee is responsible for W2 codes.

Other than the two exceptions, proposed codes and changes in codes must be submitted by the appropriate department or program chair for evaluation using the Curricular Revision Form in Appendix 6. These proposals are evaluated in the same way as described in the earlier section on graduation requirements for majors and minors.

In the case of CW codes, proposed codes and changes are submitted to the Challenges of the Contemporary World Committee. That committee then notifies the Committee on Curriculum of its decision. The Committee on Curriculum then forwards those recommendations to the Committee on Academic Policy with other curricular proposals to be discussed and voted on by the faculty.

In the case of W2 codes, decisions are made by the Writing Across the Curriculum Committee as described in the following section of the Handbook on the Writing Across the Curriculum Program.

Odyssey Codes for Courses and Modules

New Courses with Odyssey Codes

The course proposal with code requests is submitted to the Curriculum Committee. The curriculum committee forwards the code requests to Experiential Learning Committee. The Experiential 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.

Odyssey Codes for Existing Courses

Code requests are submitted to the Experiential Learning Committee. The Experiential 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.

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

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

Exemption for New Faculty

Incoming faculty can offer new courses during their first year in residency, on a one-time basis, without going through the regular procedure for faculty approval. The
incoming faculty member should submit brief written descriptions of all such courses to the appropriate department or program chair. This chair must obtain the approval from the appropriate Area Chair and the Provost before the courses may be placed on the schedule. Such courses must follow the regular acceptance procedure before being offered in subsequent years.

**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;
- 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 will be typical components of departmental assessment plans. Every department will also have 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 will be 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 will also be 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 will conduct a self-evaluation once every seven years. The Provost, in consultation with the Committee on Faculty, will set 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](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 will be 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 will not be 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.

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

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

**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.

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

**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.

• Ministers’ workshops
• United Methodist conferences
• Arkansas Governor’s School
• Other off-campus organization meetings
• Tennis leagues
• Summer athletic camps
• Grassroots tennis program
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 should aim to meet this requirement during his or her 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 will 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:

- W2 courses will be 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 will be 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 will be based on each instructor’s reading of his or her student’s portfolio; each portfolio will be 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 will not automatically guarantee receipt of W2 credit;
- Failure to receive W2 credit for any course will not be recorded on the student’s transcript;
The degree of proficiency needed to receive W2 credit will be 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.

- **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 will be outstanding and need little attention from their other
professors. Many students, however, will 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 will be sophomore-level and above. W2 courses may be used to meet other requirements, as appropriate. W2 credit will not be 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 will contact 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 will 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 will also have a section where each student who wishes to receive W2 credit for the course must indicate that intent. Students will be 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 will appear 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.

- These rosters will be used to generate separate W2 sections for each course. At the end of the semester faculty members will 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 will choose the grade CR. All other grades will be ignored. Successful completion will be noted on the student’s transcript and the student’s course history. However, lack of completion will NOT be 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 will forward the student’s petition to the Committee on Academic Appeals, which will review and rule on the appeal. The Committee will notify the student of the decision. Committee decisions are final.

Harassment Policy

Hendrix College affirms the principle that its students, faculty, and staff have a right to be free from harassment based on race, sex, ethnicity, national origin, age or disability 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 believe 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 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.

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

Sexual Harassment

Whether involving a student, another faculty member, or a staff person, sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, or to subject a person to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually 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. This definition will be interpreted and applied consistent with accepted standards of mature behavior, academic freedom, and freedom of expression.

Sexual harassment may take either of two forms:

- The first type 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.
Situations involving sexual harassment:

- consist in unwelcome sexual advances, whether overt or subtle; requests for sexual favors; or other verbal or physical conduct of a sexual nature, the submission to or rejection of which is used as the basis for an employment or academic decision, or when such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or of creating an intimidating, hostile or offensive work or academic environment.

- occur when sexual relationships between supervisors and employees, or between college faculty or professional staff and students become unprofessional by threatening the academic and/or employment freedom of others.

**Student Faculty Relationships**

Sexual relations between students and faculty members are fraught with the potential for exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of a sexual relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students.

In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias. The college strongly discourages faculty members from entering into sexual relationships with students.

**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.

**Bringing and Resolving a Complaint**

Members of the community who believe that they have been victims of harassment as defined above may bring the matter to the attention of their supervisor, the college counselor, a member of the student affairs staff, or any officer of the College. The initial discussion between the complainant and the other party should be kept confidential, with no written record.

If the complainant, after this initial meeting decides to proceed, the complainant should submit a written statement to a member of the college’s senior staff or the Director of Human Resources. Cases involving harassment are particularly sensitive and demand special attention to issues of confidentiality. Dissemination of information relating to the case should be limited, in order that the privacy of all individuals involved is safeguarded as fully as possible.
The official to whom the complaint was presented should inform the alleged offender of the allegation and of the identity of the complainant. The official should also conduct such other investigation as to facts as may be necessary, such as interviewing witnesses, if any. A written statement of the complaint should be given to both parties. Every effort should be made to protect the complainant from retaliatory action by those named in the complaint.

Promptly after a complaint is submitted, the official mentioned above should initiate whatever steps he or she deems appropriate to effect an informal resolution of the complaint that is acceptable to both parties.

The complainant or alleged offender, if unsatisfied with the resolution proposed at this stage, may, on prompt submission of a written request, appeal the case to the Committee on Academic and Professional Concerns, which will review the case using the procedures outlined in Section F of the Faculty Handbook.

EXPERIENTIAL LEARNING

The Hendrix Odyssey Program

Based on the faculty’s longtime awareness of the educational value of experiential 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 experiential learning. 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 experiential 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

Definition. An internship is defined as a set of experiential learning activities sponsored by an educational institution that typically occurs in off-campus settings. The experiential learning portion of the program involves a broad spectrum of the various activities and functions of the mentor, agency, or organization, and it provides the student with a greater opportunity to be directly involved with what is being studied.

Objectives. The Internship Program has the following objectives:

- to encourage students to expand their education beyond the classroom by participation in community-agency functions,
- to give students an opportunity to apply classroom theories to a practical learning environment,
- to enable students to sample actual situations and clarify career goals,
- to offer individual professors the opportunity to educate and evaluate students in a context outside the classroom, and,
- to strengthen the network among campus personnel, the cooperating agencies, and students.
Guidelines. The internship should be congruent with the concepts as defined; namely, should include the following:

- a set of experiential learning activities, typically, in an off-campus setting
- a broad spectrum of the various activities and functions of the mentor, agency, or organization, and
- a greater opportunity for the student to be directly involved with what is being studied.

Implementation. The Coordinator of Internships, a member of the Office of Career Services, is to be responsible for administering and coordinating this 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.

Procedures

Eligibility. Hendrix College students who wish to participate in the Internship Program must be at least sophomore level and in good academic standing.

Request for Internship. Prior to selecting an on-site experience, it is recommended that students attend one of two Internship Orientation sessions offered by the Coordinator of Internships during the fall and spring semesters. At this time, or in an individual meeting with the Coordinator, the student will be given an internship packet which will contain an internship request proposal as well as faculty and employer learning contracts. The internship packet is submitted by the interested student to the Coordinator of Internships. The packet must be signed by the student’s faculty sponsor, the College Registrar and the Coordinator of Internships.

When a student requests an internship, a learning contract will be established between the host institution, the College, and the student. The host “employer” will identify specific duties and projects to be performed by the student, as well as specific information regarding the student’s training and supervision. These points will be documented prior to the beginning of the internship. The hours of the internship experience are to be arranged between the host institution and the intern. The faculty sponsor will also provide a learning contract that outlines academic requirements for the student. Examples of assigned academic work include journals, research papers and assigned appropriate reading material. Upon approval of the internship proposal, copies will be sent from the Coordinator of Internships to the student, Registrar, Office of Career Services and the faculty sponsor. Students requesting credit for an off-campus learning experience must complete all relevant paperwork prior to the beginning of the internship.

Internship Requirements. The length of time of an internship should be no less than twelve weeks and 120 hours nor should requirements and on-site hours extend for more than two academic semesters or one semester plus a summer. During the on-site experience students are required to meet with faculty as well as attend a one-hour weekly seminar coordinated through the Office of Career Services. All academic and career service requirements should be completed by the last day of classes of the semester in which on-site experience is taking place.
Course Credit. Students interested in an off-campus learning experience may receive a letter grade, credit-only, or transcript notation as approved by the faculty sponsor prior to the start of the learning experience. This experience is personally supervised by a member of the Hendrix faculty and the Coordinator of internships with formal study and reports required. In accord with the Operating Guide and Statement on Off-Campus Learning Experiences for Course Credit, an arrangement must be concluded before the internship begins and prior to the beginning of the semester for which the internship will be credited. Only one for grade or credit-only internship experience will be allowed to count toward graduation, and only one non-credit internship experience will be documented on a student’s transcript. Any off-campus learning experience associated with the internship proposal should receive a designation of “Internship” in its title on the transcript and should not be counted as a class designated toward the student’s major without approval from the appropriate department. Internships taken for credit-only or a grade will count as a course for tuition purposes. Internships assigned a grade of CR will not count toward a student’s limit of three “credit only courses.”

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.

Hendrix College is committed to ensuring “reasonable accommodation,” in keeping with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, to all students who inform the College that they are qualified as individuals with a disability. In order to accomplish this we will work with students individually. However, the College does not have a formal program for students with disabilities.

Faculty members are encouraged to include a statement on their syllabi that encourages students with disabilities to notify the professor as soon as possible if they require any reasonable accommodations so that they may be established early in the semester. Students must complete the following steps:

Disability Procedures

Step 1. Students previously diagnosed with a learning disability who have documentation of this diagnosis should proceed to Step 2. Students who have not been diagnosed but have reason to explore this issue should make an appointment with the College Counselor for an initial consultation. If there is reason to believe that a disability may exist, the Counselor will discuss the various options and refer the student to a local professional for an evaluation.

Step 2. Once a student has been diagnosed, the student must provide written documentation of the diagnosis and discuss his or her specific needs with the Counselor. It is the student’s responsibility to provide the written documentation directly to the Office of Student Counseling Services. Once the documentation is provided, the Counselor will discuss the documentation and determine if other materials are needed. A copy of the documents will be kept on file in the Counseling Center.

Step 3. The Counselor will work with the student on a course-by-course basis to determine what accommodations are needed. The Counselor will also work with the student to develop study skills or recommend strategies to address the student’s needs.
Step 4. It is the student’s responsibility to inform faculty and/or staff of needed accommodations. The Counselor will provide verification of the need for accommodation and consult with faculty regarding accommodations. However, these services will not be provided automatically. They must be requested by the student. A student will be asked to sign release of information forms for professors, which will be kept in a confidential file. The only information that the student will be required to release, however, will be as to the accommodations that need to be made, not the underlying medical condition. Students MUST meet with the Counselor as early as possible EVERY semester to sign release forms for faculty and to implement their accommodations. It is also the student’s responsibility to discuss needs with professors early in the term. The student should be aware of exam schedules and specific course requirements so that adequate plans may be made for the difficulties posed by the course.

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 the counselor or the coordinator of Academic Support Services. 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.

Accommodations and Resources

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

- Notetakers
- 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 worked out on an individual basis in consultation with the student, counselor, faculty and/or staff, and others as needed. Accommodations which would impose an undue hardship on the College will not be implemented.

A number of resources are available to support a student’s success as a Hendrix student. These resources include writing labs, library facilities, tutors, computer services, and instructional media resources and facilities. The College Counselor, or Coordinator of Academic Support Services, will work with students to assist them in gaining access to these resources.

Verification of Learning Disability

A student requesting accommodations for a learning disability must provide professional testing and evaluation results that have been completed within the past TWO years. These results must be provided to Counseling Services. 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 support the request for any academic adjustments or accommodations. Four criteria must be met in order to establish a student’s eligibility for learning disability accommodations.
1. Average or above average intelligence measured by a standardized intelligence test which includes assessment of verbal and non-verbal abilities.
2. The presence of a cognitive-achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement which is at least one standard deviation below the level corresponding to a student's sub-scale or full-scale IQ.
3. The presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention.
4. An absence of other primary causal factors leading to achievement below expectations, such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural socio-economic circumstances, or a deficiencies in intellectual ability.

Documentation verifying the learning disability must
1. Be prepared by a professional qualified to diagnose a learning disability.
2. Include a description of the testing procedures, the instruments used to assess the disability, the test results, a written interpretation of the test results by the professional and recommendations for needed accommodations.
3. Reflect the individual's present level of functioning in the achievement areas of mathematical calculation and reasoning, reading comprehension, reading rate, written expression, writing mechanics and vocabulary, grammar, and spelling.
4. Reflect the student's present level of functioning in the areas of intelligence, processing skills, and neuromotor function.

**BAILEY LIBRARY AND ACADEMIC RESOURCE CENTER**

The Bailey Library houses the College's print and electronic collections, the Hendrix College Archives, the United Methodist Archives, a student computer lab, the Library Media Center, a writing lab, 24-hour study rooms, and a media classroom. The library is vital to the overall success of Hendrix College as a leading liberal arts institution, and it enables the intellectual endeavors of the College’s academic programs and contributes to high standards of educational excellence.

Information about the library as well as access to full-text databases is available from the library's web site: [www.hendrix.edu/BaileyLibrary](http://www.hendrix.edu/BaileyLibrary).

**Hours of Operation for the Library and Media Center**
*(Extended hours for Bailey are scheduled during examination periods.)*

- Sunday-Thursday: 8 a.m. - Midnight
- Friday: 8 a.m. - 5 p.m.
- Saturday: Noon - 5 p.m.

Bailey’s Snoddy Academic Resource Center, including the Computer Laboratory and study rooms, is open 24 hours a day.

**Hours Between Semesters and Summer**

Extended hours are scheduled for nights and weekends during Arkansas Governor’s School.
Library Personnel

Bailey Library has four faculty librarians with accredited, terminal graduate
degrees in library and information science. Additionally, the Library has a media
specialist, five library assistants, and over 60 student workers.

Collections

The Bailey Library online catalog provides easy access to print and electronic
collections. It can be accessed in the Library or through the library’s web page
(http://www.hendrix.edu/baileylibrary/). Other academic library catalogs, including the
University of Central Arkansas, can be accessed through the library’s web page. Moreover,
WorldCat, a database containing library catalogs worldwide, is available through the
library’s Databases web page.

Should you need any advice about accessing collection materials, please contact a
library faculty member. Bailey librarians are extremely knowledgeable and pleasant.

Book Collections

The collections of scholarly and popular printed books, some 230,000, are housed
on the library’s second floor. The reference collection is on the first floor, and electronic
reference books are available through a link in the library’s online catalog.

Media Collections

The library has extensive media collections which are housed in the Media Center
on the first floor. All media materials have catalog records in the library’s online catalog
and can be accessed by author, title, subject, or keyword. The Media Center also has a
variety of media technologies available.

Periodicals and Electronic Databases

Bailey Library subscribes to over 700 print periodical titles and to some 50
electronic databases with access to over 2000 fulltext journal articles. Journal titles can be
found through the library’s Journals web page (http://www.hendrix.edu/baileylibrary/periodicals.htm) and selectively through the
library’s online catalog. A list of electronic databases is available at
http://www.hendrix.edu/baileylibrary/electronic.htm

Government Publications

Bailey Library functions as a Federal Depository Library and houses documents
from the Department of Interior, Department of Labor, Department of State, National
Aeronautics and Space Administration, National Foundation on the Arts and the
Humanities, President of the United States, Executive Office of the President, and
Smithsonian Institution. Arkansas State documents are also available in Bailey Library.
Many federal and state documents are available electronically.

Archives

The Hendrix Archives resides on the second floor of the library. The archives exists
as a repository not only for Hendrix memorabilia, but also for important college documents
and records. It, and the Henley Room, also contains collections of rare books and Arkansiana. The archives are open Tuesday and Thursday afternoons from 1:00-5:00 or by appointment during the academic year. During the summer the archives are open by appointment only.

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 and its antecedent organizations.

Mills Library
Wilbur D. Mills' papers are housed in the Mills Center. The papers span the former U.S. representative's thirty-eight years in Congress, including the years 1957-1975 when he chaired the powerful House Ways and Means Committee. The Mills collection also includes a replica of Mills' Congressional office. The late Wilbur Mills was a Distinguished Alumnus and a former Trustee of Hendrix College. The Mills Library is open to researchers by appointment.

Faculty Development Collection
Housed on the first floor, the Faculty Development Collection is a specialized collection relating to pedagogy, college curriculum, faculty development, and scholarship opportunities. A list of resources is found on the library's web page under “Faculty Resources.” [http://www.hendrix.edu/baileylibrary/guides.htm](http://www.hendrix.edu/baileylibrary/guides.htm)

Borrowing Privileges
Faculty members may borrow library books for a period of one year with an unlimited number of renewals. Members of faculty families are invited to use the library and are extended the same borrowing privileges as students. The usual loan period is three weeks. Reserve books may be checked out for a definite time determined by the type of reserve. Periodicals, reference books, and archival materials do not generally circulate outside the library. However, special permission to borrow non-circulating items may be granted to faculty in limited circumstances. Presentation of a valid College identification card represents a commitment to be responsible for the book or other item and to return the material on time or to pay damages or fines. Fines are charged on reserve items. The minimum charge for a lost book is $50.

Collection Development
The Hendrix faculty takes an active interest in building the Bailey Library collections. The library regularly circulates CHOICE cards to academic departments, 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 departmental chair for approval or directly to the Director of Libraries. Once the book requested is processed and shelved, the requestor will be notified of its availability. The Director of Libraries, in consultation with appropriate faculty or administrators, bears the responsibility for acquisitions and uses library funds to judiciously meet the needs of all areas of the College.
Library Services

Please encourage students to develop habits of effective library use. Effective library use offers many benefits to students. The benefits span from developing effective research skills to learning to navigate the world of learning, from approaching research questions strategically to the elevation of the mind.

Ask a Librarian

Librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of materials. Countless hours can be saved simply by asking a librarian to recommend reference works, research databases, Internet sites, or library collections that best meet needs. Librarians additionally provide individual reference assistance, tours, and workshops. If needed information is not in the Bailey collections, then librarians can identify relevant materials within other libraries’ print and electronic collections. These materials are accessible through Bailey’s interlibrary loan service.

Interlibrary Loan

Books and journal articles from the circulating collections of many libraries can be obtained nationally and internationally through the Bailey Library’s Interlibrary Loan service. Books usually arrive within a week of the interlibrary loan request, and most articles arrive within four days of a request. Interlibrary Loan request forms are found on the Bailey Library web page. Please contact a library faculty member with any interlibrary loan questions.

There is a special arrangement with the University of Central Arkansas which allows Hendrix faculty and students to obtain books in person at UCA’s Torreyson Library. Bailey Library additionally makes available ARKLink Borrowing Cards. The ARKLink card allows a faculty member or student to directly borrow materials from any academic library in Arkansas. The ARKLink card holder is subject to the policies of the lending institution.

Media Center

The Media Center makes media and media technologies available for educational use including video and audio cassette recorders, DVD and CD players, television monitors or data projectors, overhead projectors, slide projectors, VHS, Hi-8 and digital camcorders, digital still cameras, tripods, microphones and a television satellite system. The Media Center also sets up audio-visual equipment for classes and events on campus, holds media reserve items for student use, and collects media in a variety of formats. Any member of the Hendrix community may check out PC or Macintosh laptops for travel to academic conferences and special field research projects.

Library Instruction

Library Instruction is provided for individuals or groups and involves in-depth instruction in and development of cognitive strategies for the effective use of the services, facilities, and resources. The library faculty welcomes the opportunity to work with classes, and library instruction sessions are appropriately tailored to particular assignments or research concerns. In addition to specialized subject resources, library instruction may also cover the critical evaluation of print and electronic resources both within the library and on the Internet.
Library Reserve

Reserve materials are books, articles, or other materials pulled from the regular collection for temporary use in particular courses. They are available at the Check-Out Desk, and electronic Reserves are available through the online catalog. Reserve items fall into three circulation categories: two hour restricted reserve, one-day reserve, and three-day reserve. Lists of course materials to be placed on reserve should be submitted to the library assistant at the Check-Out Desk well before the assignment is due. There are often many simultaneous submissions of reserve lists, and these requests are processed in the order in which they have been received. Reserve materials must comply with federal copyright guidelines. Any of Bailey’s highly competent library/information scientists will be happy to answer questions and resolve complexities.

Testing and Course Placement for New Students

Soon after their arrival on campus in September, Hendrix freshmen take placement examinations. These examinations will 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.

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 in this Handbook or 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. The Office of Financial Aid mails out worker request forms during the spring semester so supervisors may request workers for the next school year. These forms should include the names of returning workers and the number of new freshmen being requested.

Students assigned to a job receive paperwork to complete in campus mailboxes. This paperwork must be completed before the student begins working or is paid. Once the paperwork is complete, a timecard is mailed to the supervisor.

There are two types of work-study programs. Some students are eligible for need-based federal work-study. The maximum award for this program is $1500 for the year. Students cannot exceed his or her awarded amount. 75% of the wages for these students are paid from federal funds. The other 25% is taken from departments’ budgets.

Students who do not qualify for federal work-study can be hired through the Hendrix work program. The supervisor pays 100% of these students’ wages from his or her budget. The number of hours these students work depends upon the supervisor’s budget and need. The Financial Aid Office should be notified of any Hendrix Work students hired so that paperwork may be completed and a timecard issued.
**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 ¾ 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 the full cost of a Medicare supplement insurance policy for any employee and spouse (if applicable) who is retired and who is 65 years of age or older (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. A faculty member’s term of appointment in the PRP may not be less than one year nor more than seven years; a typical term will be between two years and five years depending upon the individual’s duties and responsibilities. Any faculty member participating in PRP may elect to retire prior to the end of the fixed term of the PRP by giving the Provost at least 30 days notice.

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;
3) Be at least 59½ years of age.

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 3% 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 3% if the employee’s regular salary if matched by the employee. After a person has been a full-time employee for six years, the College will contribute an amount equal to 12% 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.

<table>
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<th>Length of Employment</th>
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<th>Required Employee Cont.</th>
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<tr>
<td>Over 6 Years</td>
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**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 Remission Amount**

The following process will be used to determine the amount of tuition remission for which a student is eligible. Students receiving no other scholarship or grant aid will receive the amount of their tuition assessment.

- All other forms of financial aid (need or merit based, with the exception of corporate or other outside scholarships) which a student receives will be totaled and first applied to the student’s tuition assessment. The only other exception to this will be if an award had been specifically designated by the awarding body to be used for an assessment other than tuition. Other forms of financial aid can include, but are not limited to 1) Pell Grants; 2) National Merit Scholarships; and 3) State of Arkansas Scholarships
- After the total of a student’s other financial aid is applied to the tuition assessment, any outstanding balance for tuition will be paid for via tuition remission.

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 based 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 $15,000 term life insurance policy 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 $5,000 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. Direct deposit receipts are hand-delivered to each Area Secretary for distribution.

**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.

**Full Service Credit Union**
All employees can become members of the TruService Federal Credit Union. TruService has a full service ATM located outside the cafeteria in Hulen Hall. The branch office is located at 505 Industrial Boulevard, Suite 4 in Conway and 1414 N. Shackleford Road in Little Rock. Additional information can be found in the Human Resources Department.

**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](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

Smoking is prohibited inside Hendrix College facilities.

All employees, clients, and other visitors are expected to comply with this policy—and employees who violate it may be disciplined.

Should you have a question, complaint or dispute about smoking in the workplace, contact the Human Resources Department.
Appendix 1

Amended and Restated Charter
of
Hendrix College

(Adopted June 17, 1903)


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 ordained clergy elected by the Arkansas Conference of the United Methodist Church, who shall at the time of their election and throughout their term, be in full connection with the Arkansas Conference.

(d) A maximum of twenty-nine persons as Trustees-at-Large to be elected by the Board of Trustees of Hendrix College.
(e) The Arkansas Conference Director of Ministries of the United Methodist Church or such other person or persons holding substantially similar offices as may be designated by said Conference.

(f) The persons designated "Life Trustees," who have been elected as Life Trustees by the Board of Trustees and who as of the 1968 Annual Conference of the North Arkansas Conference and the Little Rock Conference (known henceforth as the Arkansas Annual Conference) of the United Methodist Church shall have served for not less than eighteen (18) years as 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 Charter of the College.

Section 3. 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 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 (g), are designated as Life Trustees.

Section 4. Nominations for the office of Trustee 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 and 2, and due consideration shall be given by the Executive Committee to the demographic distribution of the Trustees-at-Large.

Section 5. 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 4 above.

Section 6. 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 therefor; 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 educational 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 7. 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 8. 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 9. The Board of Trustees shall adopt By-Laws to govern the business and affairs of Hendrix College.

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.
Section 2

BYLAWS OF HENDRIX COLLEGE
(Revised April 1994)

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 Dean of the College, one or more Vice Presidents, a Secretary-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 August 1 and end July 31.

Section 16.

The faculty shall consist of the President, Vice Presidents, 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 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, the Executive Committee or the Endowment Committee may vote by proxy. The Executive Committee or the Endowment Committee may act without a meeting upon the concurrence of a majority of the members thereof given by telephone or by mail, provided, that no member of such committee requests a meeting or objects to the telephone or mail vote.

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 religion or fraternal or charitable organizations.

Section 22.

The Board, the Executive Committee, and the Endowment 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 or the Endowment 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 shall also be attested by either the Secretary Treasurer 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 Endowment 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

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 is an environment intended not only to cultivate an active interest in the liberal arts but also to serve as a place for students to begin taking 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

- 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, the students have committed 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.

The Committee on Academic Integrity handles all instances of alleged academic dishonesty.

**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 faculty 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 four ways:

a. A student and a faculty member may agree to write, co-sign and send a report including agreed upon sanctions to the Chair of the Committee. The Chair could then accept the report and file it without committee involvement, unless further action was deemed warranted by inconsistencies of sanctions or by previous violations.

b. A student may file a report directly with the Chair of the Committee

c. A faculty or staff member may file a report with the Chair of the Committee

d. A student may inform the instructor of record, who subsequently files a report directly with the Chair of the Committee.

All reports must be made in writing, with the Committee convening within two weeks of that report, provided this conforms to the academic calendar. 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 concur 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.

All records pertaining to the case remain confidential within the Committee structure and are available only for the purpose of determining appropriate sanctions. The Committee will retain all records for a period of six years, after which the records are purged.

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. 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.
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 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 (i) 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-

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-

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 in Biology (1981)
- Albert M. Raymond ......................................................... 1981-88
- Bruce Haggard ................................................................. 1989-

M.E. and Ima Graves Peace Professorship in English, American Literature, and the Humanities (1982)
- Ashby Bland Crowder ....................................................... 1982-
Appendix 6

Forms

Electronic forms for faculty reference may also be found at http://www.hendrix.edu/catalog/Faculty%20Forms.htm
Appendix 6-2

**Faculty Travel Grant**

A completed copy of this form should be delivered to the Chair of the Committee on Faculty Grants at least four weeks before the proposed trip.

Name of faculty member: __________________________________________________________

Brief description of proposed travel: __________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Place of proposed travel: ____________________________________________________________

Date(s) of proposed travel: __________________________________________________________

Funds requested:

- Transportation $_________
- Lodging $_________
- Meals $_________
- Registration $_________
- Other (itemize) $_________
- Total requested $_________

Signature of applicant: _____________________________________________________________

Date: __________________________________________________________

Committee Action: _____________________ Date: _____________________

Signature of Committee Chairman: _________________________________________________
FACULTY PROJECT GRANT

A completed copy of this form should be delivered to the Associate Dean on or before February 1 to be considered for the forthcoming summer of next academic year.

Name of faculty member: _____________________________________________________________________________________

Description of proposed project:

Date(s) of proposed project: ______________________________________________

Justification:

Anticipated expenses (please itemize):

Total funds requested: $___________________________

Signature of applicant: ________________________________________________________________________________________

Date: ____________________________________________________________

Committee Action: ____________________________________  Date:______________________________________________

Signature of Committee Chairman___________________________________________________________________________

Appendix 6-3
SABBATICAL AND EXTERNALLY-FUNDED LEAVES

A completed copy of this form should be delivered to Office of Academic Affairs on or before the date indicated below to be considered for the next academic year.

Name of faculty member: __________________________________________________________

Date submitted: ________________________________

Type of leave: ____ Sabbatical Leave--submit by November 1
               ____ Externally-Funded Leave--submit by January 10

Beginning and ending dates of requested leave:

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<th>Prior ranks held</th>
<th>Dates (from/to)</th>
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<th>Past Sabbatical Leaves</th>
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<th>Past Leaves of Absence</th>
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If you anticipate applying for a Faculty Project Grant, please indicate the amount you will be requesting:

Detailed description of activities, expected outcomes, and expected date of completion of the project (attach extra pages as needed):

Statement relating this proposal to scholarly and professional development and the benefits to students, the faculty member, the department, and the College (attach extra pages as needed):

Statement of the impact on the department and arrangements for replacement staffing (attach extra pages as needed):

Signature of Applicant _____________________________ Date _____________________________

Signature of Department Chair _____________________________ Date _____________________________

Action of Committee on Faculty ____________________________________________________________

Action of Committee on Faculty Grants (if appropriate) __________________________________________
CURRICULAR REVISION FORM

Department ____________________________________________ Date __________________________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note: a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? ___________ Specify:

This will be a ___ permanent ___ temporary course.

How often will the course be offered?

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed?

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget?

Proposed date of implementation:

Signatures

Initiator(s) of Proposal ____________________________

Department Chair ____________________________

Area Chair ____________________________
To: Business Office  
Date: ____________________________  

Please Pay To:  

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Total: ____________________  $0.00

I certify that this is in payment for merchandise and/or services rendered to Hendrix College.

Approved by: ____________________________

Signature ____________________________
SAMPLE FACULTY CANDIDATE SCHEDULE

Schedule for

Date

Arrive Little Rock
Dinner with department
Lodging

Date

8:30 a.m. Dr. J. Timothy Cloyd, President
9:00 a.m. Dr. Bob Entzminger, Provost and Dean of the College
Dr. David Sutherland, Associate Provost
Office of Academic Affairs, Fausett Hall
10:00 a.m. Open
11:00 a.m. Department
12:00 p.m. Lunch with students
1:15 p.m. Presentation
2:00 p.m. Committee on Faculty
   Provost Bob Entzminger
   Associate Provost David Sutherland
   Dr. Pradip Bandyopadhyay, Chair, Natural Science Area
   Dr. Jane Harris, Chair, Humanities Area
   Professor Stephen Kerr, Chair, Social Science Area
   Office of Academic Affairs
3:00 p.m. Campus Tour
4:00 p.m. Search Committee
location
6:00 p.m. Lodging

Date

Depart Little Rock

Appendix 6-8