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APPENDIX 1. ACADEMIC POLICIES

Last Updated: 05/2013

Academic Policies

1. **Class and Laboratory Meetings.** Faculty members are expected to meet all scheduled sessions of classes and laboratories. The department chair should be notified of all absences.

2. **Course Policies.** The instructor should provide students with a written statement about the course including the instructor's attendance policy, course requirements (such as quizzes, examinations and papers), policy on make up examinations and academic dishonesty, and the basis on which the final grade will be computed. The instructor's office hours should also be stated. Two copies of each course policy statement should be sent to the chair of the department who will forward one to the dean of the faculty.

3. **Definition of a Credit Hour**

A credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. one clock hour (50-60 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
2. weekly contact hours for courses offered in condensed summer sessions will be increased as necessary to obtain a total number of contact hours equal to those outlined in paragraph (1) with equivalent learning outcomes;
3. at least an equivalent amount of work as previously defined in paragraph (1) for other activities such as laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Courses offered by alternative delivery methods from the traditional credit hour definition, i.e., online or hybrid delivery, will provide learning outcomes and objectives equal to the minimums outlined in paragraph (1) above.

4. **Co-curricular Events Policy.** Classes missed due to participation in college-sponsored co-curricular events are considered excused absences provided appropriate procedures are followed. In order for the absence to be excused, the instructor must receive notification before the student misses the class. The activity must be a performance, professional meeting, or contest to be considered an excused absence.
An excused absence allows the student to make up exams or quizzes given during the absence, to reschedule oral presentations, or to make some other equitable arrangement as determined by the faculty and student. Students must recognize that many classroom and laboratory activities cannot be replicated and that absences may be detrimental to the student’s performance. It is the responsibility of the student to get notes from the class and to compensate as much as possible for the absence. It is also the student’s responsibility to work with the instructor in determining a time for make-up assignments.

5. **Grading.** All students receive grades at the middle of the semester. These grades are not recorded on the official transcript; they are used as aids in measuring a student’s progress and as guides in advising. In some exceptional cases it may not be possible for an instructor to evaluate a student at mid term; "X" is reported in such cases.

An instructor may complete an Early Warning Report when the student is making less than satisfactory progress in a course. It is advisable to send these reports as early as possible.

Occasionally an instructor may wish to change a final grade after it has been submitted to the records office. In such cases the instructor will submit to the registrar the reasons for making the grade change on a Change of Grade form.

Beginning in the academic year 2000-2001, faculty members will use the following plus and minus system for final grades for both new and returning students:

- A+ = 4.00  A = 4.00  A - = 3.67  B+ = 3.33  B = 3.00  B - = 2.67  C+ = 2.33  C = 2.00  C - = 1.67
- D+ = 1.33  D = 1.00  D - = 0.67  F = 0.00

In cases where a student’s final grade is C- or lower, or incomplete, the faculty member is expected to submit a special form to the registrar outlining the reasons for the poor or incomplete performance. These forms are of considerable assistance to the academic standards committee in probation or dismissal cases and to the registrar and dean of the faculty in communications with parents. They do not become part of the student's official record.

6. **Final Examinations.** The College provides in its calendar for a final examination period at the end of each semester. The schedule is distributed to the faculty in advance by the registrar. The schedule consists of several 2 1/2 hour time blocks. Final examinations should be no longer than the 2 1/2 hours allotted. With the exception of laboratory exams, the final examination may not be given in the last week of classes. An hourly examination may be given in the last week of classes, as long as a separate final examination is given during the final examination period.
A faculty member may not change the time of a final examination, either for a class or for individuals, without written permission from the dean of the faculty except in cases where a student is scheduled for three consecutive final examinations on the same day.

All make up examinations will be arranged at the mutual convenience of the instructor and the student.

7. **Conflict of Interest Statement for Faculty Members.** A perceived and sometimes real conflict of interest can occur when an individual with whom a faculty member has a personal or professional relationship enrolls in the faculty member’s class. The faculty member should disclose this potential conflict of interest to the Provost, who will explore possible options that might include an alternative grading procedure.

8. **Student Opinion Surveys.** All Marietta College faculty are expected to administer the standard student opinion survey for each of their classes each semester. The standard survey has explicit instructions about when and how it is to be administered. The dean of the faculty will see that the surveys are compiled, and will distribute personal results to each faculty member together with a summary of the results for all faculty. The standard student opinion surveys are part of the information used in making tenure, promotion, and raise decisions.

Faculty members who wish to receive additional student feedback for self-improvement may administer additional student surveys of their choosing provided that they are administered at a different time than the standard survey.

9. **Extra Compensation Procedures.** Full-time Marietta College faculty are paid annual salaries which normally cover various educational and service activities. Often the normal teaching loads include some supervision of student research, independent studies, special studies, etc. Faculty can request that the dean of the faculty provide extra compensation for some of these special activities according to these guidelines:

It is expected that faculty who choose to supervise Directed Research or Independent Studies projects will do two each year as a part of their normal responsibilities. After that, additional projects will be compensated at the rate of $111 per credit hour. We have established the rough rule of thumb that a Directed Research or Independent Studies project will involve a minimum of 18/hours semester on the part of the faculty member. We can use that as a guide for similar extra assignments such as internships, Honors Projects, etc. A form to request extra compensation is available from the Provost's Office.

(Source: United States Department of Education)

The FERPA is a Federal Law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program from the U.S. Department of Education.
The FERPA gives certain rights to parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

-- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records personally. The school may charge a fee for copies.

-- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the parent or eligible student has the right to place a statement in the records commenting on the contested information in the records.

-- Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need-to-know;
- Other schools to which a student is transferring;
- Parents when a student over 18 is still dependent;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations doing certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas
- Persons who need to know in case of health and safety emergencies;
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974;

-- Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and students of the information that is designated as directory information and provide a reasonable amount of time to allow the parent or eligible student to request the school not to disclose that information about them.

-- Schools must notify parents and eligible students of their rights under this law. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to each school.

Schools must adopt a written policy about complying with the FERPA. Schools must give the parent or eligible student a copy of the policy, on request.
If you wish to see your child's education records, or if you are over 18 or are attending college and would like to see your records, you should contact the school for the procedure to follow.

If you have any questions about the FERPA, or if you have problems in securing your rights under this Act, you may call (202) 732-2057 or write to: Family Policy and Regulations Office, Department of Education, 400 Maryland Avenue, S.W., Room 1087, Washington, DC 20202-4605.

A Note to Marietta College Faculty: Faculty with questions concerning the applications of these rules should contact the registrar’s office.

11. Academic Dishonesty. Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft or improper manipulation of laboratory or research data or theft of service. Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without properly acknowledging its source.

A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College. Penalties for dishonesty should be determined by the instructor in consultation with the department chair and must be clarified in the instructor’s course syllabus and/or assignment sheet. In cases where no instructor plagiarism policy is outlined, students are still expected to understand which actions constitute plagiarism and are subject to the penalties outlined in the Student Handbook. These actions are discussed in Writing 101 and Communication 101, and information on plagiarism is available through the Campus Writing Center.

Students have the right to appeal charges of academic dishonesty. Faculty members selected to serve on an appeals committee are asked to determine whether or not the alleged academic dishonesty occurred and/or whether the penalty is appropriate.

This policy applies to all students at Marietta College, both undergraduate and graduate. In the case of graduate students, "program director" replaces "department chair" in the procedures.

11.1 Complainant is the instructor

A. If the instructor is the complainant, he or she will confer with the department chair. (If the department chair is the complainant, s/he will consult with another chair within the academic division.) The chair and instructor will decide on an appropriate penalty, ranging from a deduction of points on the assignment to an F on the assignment or an F in the course. Even if no penalty is exacted, the instructor will meet with the student to explain academic conventions and community standards and to reinforce the importance of academic honesty.
B. If a penalty is to be exacted, the instructor will inform the student of the allegation and the penalty. This may be done in person at the instructor's discretion. Depending on the timing within the semester, a face-to-face meeting may not be possible. With or without such a meeting, the student must also be informed in writing (or e-mail), stating the allegation descriptively and the specific nature of the penalty. The communication will include information on the process to be followed if the student wishes to contest an allegation or a penalty, i.e., as described in section 10.1.D

C. The chair and the Provost will receive a copy of the written communication to the student, which may also include a report on the face-to-face communication with the student if one occurred. Any relevant documentation should be sent to the Provost.

D. An undergraduate student wishing to contest an allegation or a penalty should follow the procedures for appeal described below in section 10.4. A graduate student wishing to contest an allegation or a penalty should follow Step II of the Procedure for Academic Grievances as described under Graduate Student Academic Grievances (section 13 of this appendix), initiating the process in person or by e-mail within one month of having received the instructor’s written notification. If there is no contact within one month, whether in person or by e-mail, the Provost will assume that the student accepts the charge and the penalty.

E. The Provost sends the student a letter in hard copy summarizing the charge and the penalty.

F. The Provost will maintain a list of students charged with and found responsible for academic dishonesty. A student's name is removed from this list and the documentation destroyed seven years after the student’s graduation or separation from the College, whichever comes first.

11.2 Complainant is not the instructor

If the person wishing to file the allegation is not the instructor of the course, that person informs the instructor of the allegation. The instructor will ask the complainant to submit the allegation in writing with documentation to the extent possible. The instructor will confer with the department chair to determine if the allegation has validity. (If the department chair is the complainant, s/he will consult with a senior member of the department or another chair within the academic division.) If the instructor and the chair determine that the complaint does not have merit, the chair will inform the complainant that the allegation was considered but will not be pursued. If the complaint is judged to have merit, the instructor proceeds as in 10.1.B.

11.3 College penalties for multiple offences

A. If the Provost’s record shows that this is not the first sustained complaint of academic dishonesty, the student is liable for a College penalty. The letter from the Provost to the student (See 10.1.E) will also specify that this is not the student's first offence.
B. The Provost will request that the Assistant Academic Deans review the current and earlier complaints and make a recommendation to the Provost for a College penalty which will be in addition to the penalties exacted by each instructor. This may range from a grade of F for the course, to restrictive probation, to suspension for a specific number of semesters, to expulsion. (See page 17 in the Student Handbook definitions of suspension and expulsion.)

C. The Provost will confer with the Assistant Deans and make a decision on the College penalty.

D. The Provost will convey the College penalty to the student in writing.

E. The student may appeal the College penalty by appealing the charge as described in section 10.4 within one month of having received the Provost's letter.

11.4 Appeals Procedure for Charges of Academic Dishonesty

A. A student penalized by an instructor or the Provost for infractions of academic dishonesty has the right to appeal the charge and the penalty within one month of having received written notification. The criteria for an appeal are either a procedural error, the availability of new evidence, or that the charge was based on insufficient evidence. An undergraduate student may initiate the process in person or in writing, addressing the appeal to the Vice President of Student Life/Dean of Students. Graduate students should follow the grievance procedure outlined under Academic Grievances in the Graduate Programs Catalog. See also Appendix 1.13 of the Faculty Handbook.

B. The Vice President of Student Life/Dean of Students will convene an appeals committee within 10 business days of receiving the student's appeal. The committee shall be composed of three members of the full-time teaching faculty, one chosen by the student, one chosen by the Provost, and one chosen by the Vice President of Student Life/Dean of Students in consultation with Faculty Council.

C. The appeals committee shall hear testimony from the student and will examine the evidence and communications about the case or cases on file in the Provost's office. The committee may hear testimony from instructors or any others it deems necessary. Faculty members selected to serve on the appeals committee are asked to determine whether or not the alleged academic dishonesty occurred.

D. The appeals committee shall maintain confidentiality concerning any information presented in the hearing.

E. There shall be no legal counsel present in the hearing of the appeals committee. One member of the Marietta College community may accompany the student.
F. Within 10 business days after completion of the hearing, the appeals committee shall submit its decision to the Vice President of Student Life/Dean of Students and the Provost. The Provost sends a copy of the decision to the student and keeps a record of it on file.

G. The student may withdraw the appeal at any point in the proceedings by so requesting in writing to the Vice President of Student Life/Dean of Students.

H. The Vice President of Student Life/Dean of Students may grant an extension of the time limit of this procedure for good cause.
12. **Copyright Policy.** Marietta College upholds U.S. copyright laws and is committed to the protection of intellectual property. Faculty are directed to follow the campus-wide policy with respect to the test of brevity, spontaneity, and cumulative effect when using copyrighted materials. A complete statement of this policy may be obtained from the college library.

13. **Undergraduate Student Academic Grievances.** Marietta College is committed to the highest principles of academic and personal integrity and a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of faculty and students.

Faculty members are responsible for clearly communicating their grading policies, testing procedures, and expectations of student performance at the beginning of each course, as described in the Faculty Handbook. Students are responsible for following these policies and fulfilling these expectations. Even though students have the right to their own opinions about course content and delivery, they remain responsible for learning the content of the course.

Teaching, like any human activity, inevitably results in occasional misunderstandings, disagreements, and grievances. Most—but by no means all—of these grievances relate to the grading policy.

The purpose of this policy is to spell out a procedure for managing academic grievances.

**Definitions for Academic Grievance**

1. **Complaint:** An informal claim made by a student that an instructor has carried out his or her responsibilities improperly.

2. **Grievance:** A written allegation by a student that an instructor has carried out his or her responsibilities improperly.

3. **Respondent:** The instructor identified by the affected student as causing or contributing to the complaint or grievance.

4. **Time Limit:** The time limit of a grievance or complaint is defined as the semester following the incident in which the grievance/complaint took place. The summer term does not count as a semester.

**Procedure for Academic Grievances**

An aggrieved student should follow the following procedure:

**Step I**
It is recommended that a student consult with his or her academic advisor before and while initiating a complaint or grievance. In cases where the academic advisor is the subject of the complaint or grievance, the student should consult the Provost.

1. The student shall discuss the problem with the respondent.

2. If a problem is not mutually resolved, the student shall confer with the immediate supervisor (usually the department chair) of the respondent. If the respondent is a supervisor or department chair, the student shall confer with the Provost or the person to whom the Provost has delegated this responsibility, hereafter referred to as the Provost designate. A student should not assume that petitioning a complaint or grievance means that the petition will be granted. The student should continue to attend classes and fulfill the requirements of the course in which the student is currently enrolled.

Step II

1. If the complaint is not satisfactorily resolved in Step I, the student has the right to file a grievance with the Provost or the Provost’s designate. This written allegation shall describe the grievance, a summary of the circumstances surrounding it, the related evidence, and what has already been done in attempting to resolve it.

2. The Provost or the Provost’s designate shall convene a grievance committee and a hearing shall be scheduled within 15 days after the receipt of a written grievance.

a. The grievance committee shall be composed of three members of the full-time teaching faculty, one chosen by the student, one chosen by the respondent, and one chosen by the Provost or Provost’s designate. All three members selected for the committee will be based in the instructor’s academic division. In cases where the instructor is not represented by an academic division, the Provost or Provost’s designate will facilitate the selection process.

b. The grievance committee shall hear testimony from the student, the respondent, and whomever else it deems appropriate.

c. The grievance committee shall maintain confidentiality concerning any information presented in the hearing.

d. There shall be no legal counsel present in the hearing of the grievance committee.

e. At the discretion of the Provost or the Provost’s designate, the committee shall have access to all material it feels is relevant to the case.

3. Within 15 days after completion of the hearing, the grievance committee shall submit its recommendation to the Provost or the Provost’s designate for his or her resolution. A copy of
the resolution shall be sent to the respondent and the student. A file of the recommendation and resolution is kept in the Provost’s office.

4. The student may withdraw the grievance at any point in the proceedings by so requesting in writing to the Provost or the Provost’s designate.

5. The Provost or the Provost’s designate may grant an extension of the time limit of this procedure for good cause.

6. The student or the respondent may appeal to the Provost (if the Provost has not handled the case himself or herself), and then to the President of the College if either finds the resolution of the matter unsatisfactory.

14. **Graduate Student Academic Grievances.** Marietta College is committed to the highest principles of academic and personal integrity and a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of faculty and graduate students. Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of graduate student performance at the beginning of each course, as described in the Faculty Handbook. Graduate students are responsible for following these policies and fulfilling those expectations. Although graduate students have the right to their opinions about course content and delivery, they remain responsible for learning the content of the course and for fulfilling all degree requirements.

**Important Note to Graduate Students** There is always a subjective component to grading. Because of the specialized nature of graduate education, the Graduate Council is not in a position (i.e. does not have the expertise) to second-guess the instructor as to the appropriateness of a grade. In an appeal of a grade, you must demonstrate that the grade was unfair in some way (expectations were not clear, the instructor was unprofessional in dealing with you, etc.). The standard for successfully appealing a grade is very high and must be accompanied by clear, unambiguous documentary evidence.

**Procedure for Academic Grievances**

If a graduate student believes he or she has a legitimate complaint or grievance, the student should follow the following procedure:

**Step 1**

It is recommended that a graduate student consult with his or her academic advisor before and while initiating a complaint or grievance.

1. The graduate student shall discuss the problem with the instructor (for problems involving a single class) or program director (for problems involving the program in general).
2. If a problem is not mutually resolved, the graduate student shall confer with the program director of the graduate student’s program. Some programs may have their own grievance procedure; the program director will inform the graduate student of this procedure. If the problem is between the student and the program director, then the graduate student shall confer with the Provost or the person in that office to whom the Provost has delegated this responsibility, hereafter referred to as the Provost designate.

3. A graduate student should not assume that petitioning a complaint or grievance means that the petition will be granted. The graduate student should continue to attend classes and fulfill the requirements of the course in which the graduate student is currently enrolled.

4. A complaint or grievance must be initiated by the end of the seventh week of the semester following the incident triggering the complaint/grievance. The summer term does not count as a semester.

Step II

1. If the complaint is not satisfactorily resolved in Step I, the graduate student has the right to file a grievance with the Graduate Council. The graduate student should contact the current chair of the Graduate Council to obtain the current procedure (given below) for filing a grievance with the Graduate Council.

2. In general, the following types of grievances will be heard by the Graduate Council: appeal of grades, extension of time to complete program requirements, non-professional behavior, plagiarism, and any other matter that may potentially fall within the scope of the Council.

3. The Graduate Council will hear the graduate student’s case (using the procedure below). The decision of the Graduate Council will be forwarded to the Provost and the student. If an appeal of the Graduate Council’s decision arises, the Provost can affirm or overturn the decision. There is no appeal of the Provost’s decision.

Graduate Council Grievance Procedure

1. The chair of the Council will supply the graduate student with a copy of this procedure.

2. The chair of the Council will appoint a faculty counselor to help the student formulate the grievance. This faculty counselor may be the Associate Provost or any member of the faculty teaching in a graduate program not directly involved in the grievance.

3. The student, working with the faculty counselor, will produce a written allegation describing the grievance, a summary of the circumstances surrounding it, the related evidence, and what has already been done in attempting to resolve it. An electronic copy of this document must be delivered to the chair of the Council for distribution to the Council at least 48 hours (not including weekends and holidays) prior to the hearing.
4. The graduate student will work with the chair of the Graduate Council to schedule the hearing at a mutually agreeable time, normally the regular meeting time of the Council. The student is entitled to a hearing within 15 days of the time the student first contacts the chair of the Graduate Council. Grievances arising shortly before break periods may require more time to complete.

5. At the hearing, the graduate student will have a reasonable amount of time (about 15 minutes) to present his or her grievance. The faculty member and/or affected program will then have a similar amount of time. Neither of the affected parties will be present to hear the other party’s presentation; neither of the affected parties will be present during deliberations. The Graduate Council may hear additional witnesses at the chair’s discretion. A decision will be forwarded to the Provost within 8 days of the hearing.

6. There shall be no legal counsel present in the hearing.

7. The Graduate Council shall maintain confidentiality concerning any information presented in the hearing.

8. The Graduate Council shall have access to all material it feels is relevant to the case.

9. Cases brought before Graduate Council will be decided by a simple majority vote.

10. The decision of Graduate Council will be forwarded to the Provost, the student, the Program Director, and the faculty member involved in the grievance. If an appeal of the Graduate Council’s decision arises, the Provost can affirm or overturn the decision. The Provost will inform the graduate student, the Program Director, the faculty member involved in the grievance, and the Council of the final decision. There is no appeal of the Provost’s decision.

11. The graduate student may withdraw the grievance at any point in the proceedings by so requesting in writing to the Provost or Chair of the Graduate Council.

12. The Provost or Chair of the Graduate Council may grant an extension of the time limit of this procedure for good cause.
APPENDIX 2. HIRING PROCESS FOR FULL-TIME FACULTY

Hiring Process for Full-Time Faculty

1. Request for Permission to Hire. The first step in the hiring process is the department's written request for permission to hire. (Sometimes the dean of the faculty will initiate the discussion prior to a request from the department.) The request should state the case for the need to hire and the type of faculty member sought.

2. Consideration of the Request. The dean will consider the request in the context of the staffing concerns of the entire faculty. Often the request is brought to the president's staff where it will be considered in the context of the overall staffing of the College.

3. Planning the Hiring Process. The dean will notify the department chair of the decision. If the decision is to hire, then the dean will meet with the chair to develop a hiring plan including:

   The Type of Position. The position can be temporary or permanent, and if permanent, tenure track or non-tenure track.

   The Qualifications. There may be expectations for specialties, the minimal educational level, and perhaps additional qualifications for candidates. Normally, the College seeks faculty with the appropriate terminal degree.

   Commitment to Diversity. Marietta College's commitment for gender and racial diversity within the faculty is reflected in its hiring process. It is the responsibility of the dean of the faculty to take prudent steps to assure that this commitment is accomplished over time.

   The exact strategy will differ from one search to another depending upon the unique circumstances of the specific faculty positions. The dean of the faculty will convey to each head of a search committee those special steps to be followed in support of the college's diversity goals. Steps might include advertisements likely to elicit applications from the desired groups, special networking, or an insistence that one or more of the final candidates be from the desired groups. In deciding which candidate receives an offer, the dean will be cognizant of the need for capable, qualified faculty and the commitment to a diversified faculty.

4. The Search Committee. The dean will select the chair of the search committee (usually the chair of the department). The chair will help the dean choose the other members of the search committee. Since each faculty member will be part of the faculty as a whole, usually at least two members of the search committee will be faculty outside the department, chosen with the consent of Faculty Council. Generally these will be faculty representing divisions other than the one which includes the department. The search committee might be asked to screen all applicants or it might begin its work only after the department members do the preliminary
screening. In either case the search committee will recommend to the dean which applicants, if any, to invite for formal interviews.

5. **The Interview.** The search committee will serve as hosts for the interviews. Generally, interviews will include sessions with many campus groups including students and faculty from related disciplines, the dean and the president. If feasible, a teaching faculty candidate will be asked to give a classroom presentation open to the college community. Sessions will be scheduled to inform the prospective faculty member of such matters as faculty expectations, fringe benefits, and the nature of the position. The search committee will gather opinions from those who meet the applicants, and make a recommendation to the dean.

6. **The Offer.** The president and the dean have final authority for determining which candidates, if any, will receive offers, and the nature of the offers. The offer will include the rank, title, salary, and any special provisions.

7. **Moving Allowance Policy.** For new faculty hired from outside the area, the College will reimburse verifiable direct moving costs as follows:

   a. For distances up to 250 miles the College will reimburse the full direct moving costs up to $1,000.00. For costs over $1,000.00, the College will reimburse the additional amount at 50% of the moving cost to a maximum of $1,500.00 total reimbursement.

   b. For distances between 250 and 500 miles the College will reimburse the full direct moving costs up to $1,200.00. For costs over $1,200.00, the College will reimburse 50% of the additional amount of the moving costs to a maximum of $1,800.00 total reimbursement.

   c. For distances over 500 miles the College will reimburse the full direct moving costs up to $1,500.00. For costs over $1,500.00, the College will reimburse 50% of the additional amount of the moving cost to a maximum of $2,250.00 total reimbursement.

   d. If the individual decides to use a professional mover, then the individual must obtain at least two estimates and submit these to the College. The individual can elect any mover, but the college reimbursement will be based on the lesser of the above reimbursement scale or the lowest estimate.

   e. From time to time, it may be necessary to reimburse verifiable direct moving costs at higher levels than those specified above. In this case, the President or the Provost will make the final decision after consultation with the Vice President for Administration and Finance.
FACULTY AGREEMENT
MARIETTA COLLEGE
MARIETTA, OHIO

Entered into between Marietta College and (First & Last Name). The College agrees to employ the Faculty Member for the academic year (year) in the position of: (title)

under the following terms:

1.... The salary for the services above shall be $(salary) for the year, payable monthly on a 12-month basis. The faculty member should contact the personnel office relative to any change affecting participation in the fringe benefits available.

2.... It is agreed that the policies stated in The Faculty Manual are acceptable to both signators and are incorporated in this agreement by reference.

3.... When properly signed, this agreement (does or does not) include the permanent tenure status as set forth in The Faculty Manual of Marietta College.

4.... Additional provisions (if any):

(add specific notes here)

| Faculty Member | Date | Provost and Dean of the Faculty | Date |

We appreciate your service to Marietta College and look forward to an enjoyable academic year. Please keep one copy and return the other to the Provost’s Office within 30 days.
SAMPLE ADJUNCT CONTRACT

(date)

(first and last name)
(address)
(city, state and postal code)

Dear (name):

I am pleased to offer you this adjunct contract as (job title) at Marietta College for the (semester and year) semester. The terms of employment are as follows:

Your duties will be to (duties).

Your responsibilities will be to the chair of the Department of (department). Please refer to the Marietta College Catalog, The Faculty Manual, and your department chair for information concerning class procedures and expectations, course schedules, book orders, etc. You will be expected to administer the Marietta College Student Opinion Questionnaire to your class(es).

Your salary for the above services will be $(salary) to be paid in (four monthly installments, September through December (year)) or (four monthly installments, February through May (year)).

To confirm acceptance of this offer, please sign below and return one copy to my office.

Sincerely,

Eugene S. Lubot
Provost and Dean of the Faculty

ESL/ph

Agreed: ___________________________ Date: ___________________________

Budget Number: (budget)
First Pay: (date)

cc: Human Resources
(department chair)
REVOLVING AGREEMENT
MARIETTA COLLEGE
MARIETTA, OHIO

THIS AGREEMENT: Entered into between Marietta College, a corporation of the State of Ohio, Washington County, Marietta, and

(first and last name)

in the position of (title)

for the fiscal year (year).

THE SAID: (first and last name) agrees to perform the duties of the position as presently delineated and as may be subsequently modified under the following terms and conditions:

1.... The salary for the services rendered shall be $(salary) for the fiscal year.

2.... The salary will be payable monthly, (date).

3.... It is hereby further noted that Agreement is subject to cancellation on 30 day's notice by either signator.

4.... Special provisions (if any)

(add specific notes here)

____________________________________________________________________

Faculty Member Date Provost and Dean of the Faculty Date

We appreciate your service to Marietta College and look forward to an enjoyable academic year. Please keep one copy and return the other to the Provost's Office within 30 days.
AGREEMENT
MARIETTA COLLEGE
MARIETTA, OHIO

THIS AGREEMENT: Entered into between Marietta College, a corporation of the State of Ohio, Washington County, Marietta, and

(First and last name)

in the position of (title)

for the fiscal year (year).

THE SAID: (First and last name) agrees to perform the duties of the position as presently delineated and as may be subsequently modified under the following terms and conditions:

1. The salary for the services rendered shall be $(salary) for the fiscal year.

2. The salary will be payable monthly, (date).

3. It is hereby further noted that Agreement is subject to cancellation on 30 day's notice by either signator.

4. Special provisions (if any:)

(add specific notes here)

Faculty Member Date Provost and Dean of the Faculty Date

We appreciate your service to Marietta College and look forward to an enjoyable academic year. Please keep one copy and return the other to the Provost's Office within 30 days.
APPENDIX 3-1 MARIETTA COLLEGE PROHIBITED HARASSMENT POLICY & GRIEVANCE PROCEDURES FOR FACULTY AND STAFF

Last Updated: 3/19/13

Scope

This policy applies to all Marietta College employees. Although they cannot be held to the same procedural guidelines, independent contractors, vendors and all guests on the College premises are also expected to comply with this policy. The College will take appropriate action should they fail to do so.

I. Statement of Beliefs

The educational process is a College-wide enterprise based on mutual understanding and respect, and a sense of shared responsibility of all its members. Marietta College is committed to providing faculty, staff, and students with a community and living environment where work and study are free from all forms of prohibited harassment including: sexual harassment; discriminatory harassment; bullying/cyberharassment; stalking/cyberstalking; hazing; sexual misconduct; and retaliatory harassment. Therefore, Marietta College affirms its belief that:

A. Prohibited harassment is included under the heading of unprofessional conduct threatening the academic freedom of others;
B. Harassment can be illegal under federal and state law, demeans all persons involved, and impairs the academic mission of the College. Therefore, it will not be tolerated; and
C. Prohibited harassment is a problem which requires distinct mechanisms to seek redress, as well as protection for the accused.

The College is an environment in which learning takes place and is therefore dedicated to ensuring that free discussion of the widest possible nature takes place. Consequently, prohibited harassment of any kind is not condoned because it tends to inhibit open inquiry and the free expression of ideas by those who are harassed or mistreated. The College acknowledges that frank and open discussion of social, cultural, artistic, religious, scientific, and political issues may be disturbing for some individuals. In such instances, the principle of free exchange and inquiry takes precedence because it is fundamental to the educational enterprise. The expression of offensive ideas is not, in itself, prohibited harassment.

II. Definitions of Prohibited Harassment

Prohibited harassment is severe and/or pervasive unwelcome behavior which creates an environment that intimidates or is hostile or offensive to a person or persons because of age,
race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, genetic information, or any other legally-protected status. The campus community will not tolerate prohibited harassment of any kind. There are several variations of prohibited harassment including:

A. **Sexual Harassment**—Unwelcome sexual advances, requests for favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:
   1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
   2) Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
   3) Such conduct has the purpose or effect of interfering with an individual's academic, professional, or work performance; or
   4) Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive employment, educational, or living environment.

B. **Discriminatory Harassment**—Verbal or physical conduct that demeans or shows hostility or aversion toward an individual because of his or her age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status or facet of personal identity that:
   1) Has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment; or
   2) Has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
   3) Otherwise adversely affects an individual's learning environment or employment opportunities.

C. **Bullying and Cyberharassment**—Any written, verbal, physical, or electronically-distributed act that one individual has exhibited toward another individual where the behavior:
   1) Causes mental or physical harm to the other individual; or
   2) Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational or work environment for the other individual.

D. **Stalking and Cyberstalking**—A pattern of conduct or electronically-distributed information that knowingly causes another person to believe that the offender will cause physical harm or mental distress to the other person. (Depending upon the circumstances, stalking may either be a fourth degree felony or a first degree misdemeanor in the state of Ohio.) Examples include, but are not limited to:
   1) Following the victim
   2) Using GPS-enabled smartphones to monitor the victim's whereabouts
   3) Repeatedly driving past the victim's residence
   4) Making harassing phone calls; sending threatening or harassing letters, emails, text messages, social media postings, etc.
5) Harming/threatening the victim’s family members or friends
6) Harming the victim’s pets
7) Vandalizing the victim’s property
8) Trespassing or burglaring the victim’s residence or work place
9) Leaving threatening notes or objects for the victim
10) Verbally threatening the victim

E. **Hazing**—Doing any act or coercing another, including the victim, to do any act of initiation into any organization that causes or creates a substantial risk of causing mental or physical harm to any person. No person shall recklessly participate in the hazing of another. (In the state of Ohio, hazing is a misdemeanor of the fourth degree.)

F. **Sexual Misconduct**—Includes several different offenses:
   1) **Non-Consensual Sexual Intercourse**: Any sexual intercourse (anal, oral or vaginal), however slight, with any object, by a man or a woman upon a man or a woman, without effective consent.
   2) **Non-Consensual Sexual Contact**: Any sexual touching, however slight, with any object, by a man or a woman, upon a man or a woman, without effective consent.
   3) **Sexual Exploitation**: Occurs when an individual takes nonconsensual, unjust or abusive sexual advantage of another for his/her own benefit, or for the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute non-consensual sexual contact, non-consensual sexual intercourse, or sexual harassment. Examples include but are not limited to:
      a) Coercing prostitution
      b) Non-consensual videotaping of sexual encounters
      c) Going beyond the boundaries of consent (i.e., secretly allowing others to observe sex acts)
      d) Voyeurism
      e) Transmission of HIV or STIs
      f) Inducing incapacitation for the purpose of having sex with the incapacitated person (misconduct occurs regardless of whether sexual activity actually takes place)
   4) **Definitions of Key Sexual Misconduct Terms**:
      a) **Intercourse**—includes vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; and oral copulation (mouth to genital contact or genital to mouth contact)
      b) **Sexual Touching**—includes any sexual contact with the breasts, buttocks, groin, genitals, mouth or other bodily orifice of another, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.
      c) **Effective Consent**—informed, freely and actively given, mutually understandable words or actions, which indicate a willingness to engage in mutually agreed upon sexual activity.
i. One may not engage in sexual activity with another who is known or should reasonably be known to be mentally or physically incapacitated.

ii. Consent may never be given by a minor.

iii. Consent can be modified or withdrawn. Consent to one activity does not necessarily imply consent to another activity.

d) **Force**—the use of physical violence and/or imposing on someone physically to gain sexual access. Force includes threats, intimidation (implied threats), and coercion (unreasonable pressure) that overcome resistance or produce consent.

e) **Incapacitation**—a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., the ability to understand the “who, what, when, where, why or how” of their sexual interaction).

G. **Retaliatory Harassment**: Intentional action taken by an accused individual or allied third party, absent legitimate non-discriminatory purposes, that harms an individual as reprisal for filing or participating in a civil rights grievance proceeding. In order to make a claim of retaliation, the Complainant must show:

1) S/he engaged in statutorily protected expression (e.g., filed a complaint);
2) S/he suffered an adverse action; and
3) There is a causal link between the protected expression and the adverse action.

Sanctions may be levied against individuals who have retaliated against the Complainant or any of the witnesses.

III. **Policy Expectations**

This policy is based upon the premise that members of the Marietta College community, guests, and visitors have the right to be free from prohibited harassment. Therefore, all members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. To that end, the prohibited harassment policy requires action, either informal or formal, as a means to protect the entire College community.

A. **Policy Expectations With Respect to Physical Sexual Misconduct**

The expectations of our community regarding sexual misconduct can be summarized as follows: In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing, and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don’t. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence—without actions demonstrating permission—should not be assumed to show consent.
Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “No” always means “No,” and “Yes” may not always mean “Yes.” Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a “No.”

B. Policy Expectations With Respect to Consensual Relationships Between Individuals in Unequal Positions

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

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party create a perceived, if not actual, conflict of interest. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their own supervisor, which will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or shift the individual out of being supervised or evaluated by someone with whom they have established a consensual relationship. This includes RAs and students over whom they have direct responsibility. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor as required can result in disciplinary action for an employee. Finally, it may be the case that
accommodations are undesirable or impractical and, as a result, the relationship renders the employee with supervisory or evaluative authority unqualified for his or her position, in which case the College may conclude such employee’s employment.

C. **Marietta College’s Response to Allegations of Prohibited Harassment**
The College reserves the right to take whatever measures it deems necessary in response to an allegation of prohibited harassment in order to protect individuals’ rights and personal safety. Not all forms of prohibited harassment will be deemed to be equally serious offenses, and the College reserves the right to impose different sanctions, ranging from verbal warning to termination, depending upon the severity of the offense. The College will consider the concerns and rights of both the Complainant and the person accused (Respondent) of prohibited harassment.

D. **Marietta College as Complainant**
As necessary, Marietta College reserves the right to initiate a complaint and conduct an investigation without a formal complaint by the victim of misconduct.

IV. **Confidentiality, Privacy, and Reporting Policy**

A. **Privacy**—Prohibited harassment complaints will be handled as discreetly as practicable under the circumstances. Information will only be shared on a need-to-know basis and as provided for by College policy and applicable federal and state law.

B. **Confidential Assistance**—Prior to or concurrent with lodging a complaint, individuals may find it helpful to consult with a counselor, a healthcare provider, or a member of the clergy. Unless there is an imminent threat of bodily harm to self or others, these sources can maintain your confidentiality. Employees may also wish to contact one of the following confidential resources:

1) EVE—a local agency that provides free services to survivors of domestic violence or sexual assault can be reached at (740) 374-5820;

2) Mutual of Omaha’s Employee Assistance Program—a free service for our employees and their immediate and dependent family members available 24/7 by calling 1-800-316-2796. EAP staff members are highly trained, master’s level professionals who will assess your situation, provide support, and, if needed, refer you to other helpful resources. They can also provide a referral for three no-cost, face-to-face sessions with a licensed counselor.

C. **Reporting Options**—An employee wishing to either discuss or lodge a complaint of prohibited harassment should take one of the following steps:

1) File a confidential report through EthicsPoint, a comprehensive reporting tool that allows the Complainant to either self-identify or to maintain anonymity. Reports
can be made online at www.ethicspoint.com or by calling toll-free 1-888-317-8064. EthicsPoint is available 24 hours a day, 365 days a year.

a) NOTE: The College may not be able to investigate an anonymous complaint unless sufficient information is furnished to enable the College to conduct a meaningful and fair investigation.

2) Directly contact one of the following College Officials as applicable:

a) The Title IX Coordinator at (740) 376-4725 (for Complainants who are student employees)

i. NOTE: Dependent upon the circumstances and the individual’s capacity as a student, as an employee, or both, the Title IX Officer will determine whether this “Prohibited Harassment Policy and Grievance Procedures for Faculty and Staff” applies to the case, or whether the student “Sexual Misconduct Policy and Grievance Procedures” is the more appropriate policy.

b) The Director of Human Resources at (740) 376-4835 (for Complainants who are non-faculty employees)

c) The Provost and Dean of the Faculty at (740) 376-4741 (for Complainants who are faculty members)

d) NOTE: The Title IX Coordinator serves as consultant to both the Director of Human Resources and the Provost and Dean of the Faculty on all prohibited harassment complaints.

D. DUTY TO REPORT: Please note that the College expects any employee with good reason to believe that an individual has been sexually assaulted, has been subjected to severe or pervasive harassment, or has otherwise been discriminated against to report that belief to one of the afore-mentioned College Officials or, in the case of a potential sexual assault or abuse, to Campus Police.

E. DUTY TO ACT: The College is legally required to take appropriate action in response to specific allegations of harassment, sexual assault, or abuse. Consequently, individuals who bring forward complaints under this policy must understand that it is likely that the College will have to take investigative action and that the employee will be expected to cooperate in any such proceeding. EMPLOYEES wishing to discuss an incident that happened to them in confidence may use the option above (see Sec. V.B.) or consult with a clergy member, counselor, or medical professional who is legally able to receive such complaints in confidence.

F. Review and Investigation of Complaints—The College Officials noted above in Section V.C.2 who receive a complaint of prohibited harassment will take the following action:

1) Provide the Complainant with a copy of the policy and procedures governing prohibited harassment;

2) Conduct a thorough internal investigation which includes meeting separately with the Complainant, Respondent, and pertinent witnesses, and reviewing and analyzing relevant documents as they relate to each allegation of the complaint. The College Official will seek to complete his or her investigation within 14 calendar days (excluding College closures for holidays or emergencies), though
more time may be needed depending on the academic calendar or logistical considerations.

3) At the conclusion of the investigation, the College Official will prepare a draft summary of the evidence gathered during the investigation. The Complainant and Respondent will each receive a copy and be given three (3) business days to review the summary and to submit comments on that draft to the College Official. The College Official shall then address any identified factual inaccuracies and misunderstandings, supported by evidence, as identified by either party.

4) Following the receipt of any comments submitted, or after the three (3) business day comment period has lapsed without comment, the College Official will make a determination via formal written report regarding the merit of the allegations. This formal written report shall be completed within (5) business days, given to each party, and shall contain:
   a) A summary of the Complainant’s relevant allegations;
   b) A summary of the Respondent’s relevant statements in response to the allegations;
   c) A description of the relevant information provided by witnesses or obtained from documents, including comments submitted in response to the draft summary of the evidence; and
   d) The College Official’s analysis, findings of fact, and recommended sanction.
      i. Evidentiary Standard--The College Official’s findings of fact will be made using the “preponderance of the evidence” standard, meaning that it is more likely than not that a violation of the prohibited harassment policy has occurred.

5) Appeal—The Respondent has the right to appeal under specific circumstances by giving the College Official written notification within three (3) business days of receipt of the sanctions, as follows:
   a) Respondents who are Faculty employees found to be in violation of this policy and who have been recommended for termination/dismissal should refer to and follow the hearing and appeals procedures outlined in Sec. VII.D.2 of the Faculty Handbook.
   b) In all other situations, Respondents found in violation of this policy may only appeal: 1) on the basis of procedural error; or 2) in the event there is new evidence that was not previously available. The College Official shall forward the written appeal to the Vice President for Diversity and Inclusion.
      i. The Vice President for Diversity and Inclusion will review all of the relevant documentation gathered from the investigation as well as any new evidence. S/he may re-interview individuals as deemed necessary in order to make an informed decision.
      ii. Within 14 calendar days of receiving the appeal (excluding College closures for holidays or emergencies), the Vice President for Diversity and Inclusion shall prepare a written response taking one of the following courses of action:
         i. Amend the sanction
         ii. Dismiss the sanction
         iii. Uphold the sanction
   c) Decisions made at the end of the appeals phase are final and binding.
V. Record Keeping

A. Only those incidents that result in formal sanctions where the Respondent is found to be responsible shall become part of the Respondent’s official personnel file.

B. All other investigatory documentation shall be held in a locked file cabinet by the appropriate College Official.

VI. False Reports
Marietta College will not tolerate intentional false reporting of incidents. It is a violation of this policy to make an intentionally false report, and it may also violate state criminal statutes and civil defamation laws. Sanctions for filing a false report under this policy may include termination of employment.

VII. Education and Training
It shall be the responsibility of the President to ensure and support that campus-wide educational programs are conducted annually as follows:

A. The Vice President and Dean for Student Life will have general oversight for the development and coordination of educational programs for the student body on the topic of prohibited harassment and sexual misconduct.

B. The Provost shall be responsible to see that the faculty devotes at least one faculty meeting to the discussion of prohibited harassment and sexual misconduct, a review of applicable College policies and procedures, and a discussion of the methods for the prevention of prohibited harassment and sexual misconduct.

C. The Director of Human Resources shall be responsible to see that all administrative and support staff meet annually to review the prohibited harassment policy statement, develop an understanding of what constitutes prohibited harassment, learn the provisions for addressing possible prohibited harassing behavior and situations, and discuss the methods for the prevention of prohibited harassment and sexual misconduct.

VIII. Procedures for Amendment
No amendment or revision to this document shall be effective until it has been approved by a two-thirds vote of Faculty Council, a two-thirds vote of Student Senate, approval by the President, and approval by the Board of Trustees. The Master Document shall be maintained in the office of the Title IX Coordinator.
Approved by President’s Cabinet, 1/15/13. Approved by Faculty Council and Student Senate, 1/30/13. Approved by the Board of Trustees, 2/21/13.
Administrative Organization

Duties of the Department Chair. Like most administrative roles, the role of a department chair cannot be completely defined. There will always be unanticipated tasks. Additionally, some of the demands depend upon the particular discipline. Despite these constraints, the information below is an attempt to itemize the major duties that apply to most department chairs. In some cases, the chair delegates some of the duties.

1. Leading the departmental planning process. This includes short-term, long-term, staff, curricular, facilities, and equipment planning.
2. Overseeing and guiding the routine work of the department to address student needs and grievances, to help department faculty solve problems, and to see that the department functions as effectively as possible.
3. Working closely with the dean of the faculty to evaluate faculty, and to hire full-time and part-time faculty. Most departmental problems that need institutional help are communicated to the dean through the department chair.
4. Developing department course schedules (day and evening) which meet student needs and conform to college policy.
5. Supporting the professional development needs of the department.
6. Requesting college resources (staff, space, budgets, etc.) from the dean for the department. Then knowing the extent of the available resources, the chair makes the best possible use of them.
7. Deciding when students can be admitted into closed courses, when departmental requirements can be waived for students and when courses in the department’s discipline at other institutions are worthy for transfer credit.
8. Representing the department to the division, the faculty as a whole, the institution, and the general public. This includes work with advisory boards and alumni.
9. Overseeing the work of any departmental secretaries, technicians, student employees and volunteers as well as full-time and part-time faculty colleagues.
10. Serving to facilitate communication within the department and between the department and the rest of the college.
11. Assisting the Office of Admission by acquainting prospective students with departmental offerings and resources.
12. Doing other duties as assigned by the dean or as a need arises.

Compensation of Department Chairs. It is recognized that the department chair duties will require a significant amount of time. Accordingly, compensation for department chairs will be course reductions based on the size of the department.

| Number of faculty in the department | Course releases/year for the chair |
For these purposes, each individual serving as an adjunct in a department counts as 1/3 of a faculty member. The department chair will determine how to use the course releases in the academic year in consultation with their department and the dean of the faculty. Generally chairs having two course releases will take a course release each semester.

In appropriate circumstances, adjunct stipends will be made available to cover courses.

**Composition of the Divisions.** There will be three divisions consisting of the faculty teaching in the departments, programs, or areas indicated:

**Sciences:** Departments of Biology and Environmental Science, Chemistry, Mathematics Computing and Information Systems, Petroleum Engineering and Geology, Physics, and Sports Medicine; plus the graduate program in Physician Assistant Studies.

**Arts and Humanities:** Departments of Art and Graphic Design, English, Modern Languages and ESL, Music; History, Philosophy and Religion; Theatre; and the Gender Studies program.

**Social Science, Business, and Leadership Studies:** Business and Economics; Education; Media Studies; Psychology; Communication Studies; International Leadership Studies (from the McDonough Center for Leadership and Business); Political Science; plus the graduate program in Psychology.

The Department of Health & Physical Education shall not be included in any of the divisions and will continue as separate unit.
APPENDIX 5-1. FACULTY REVIEW PRACTICES

Last Updated: 4/20/15

Faculty Review Practices

1. Overview.

As stated in section VI.A of The Faculty Manual, as part of Marietta College's emphasis on teaching and professional competence, the College annually reviews faculty performance. The ultimate goals of these reviews are to recognize excellence and to assist faculty members to improve. The faculty reviews also provide information for decisions on reappointment, tenure, promotion, raises, and faculty prizes.

In certain years, faculty with the rank of full professor are allowed to follow an "abbreviated" process and form for the annual evaluation as described below. Otherwise, all faculty use the "standard form." Except when the "abbreviated" form is used, all evaluators are to complete the standard evaluation form. This form has spaces for brief evaluations of the three components of faculty expectation: teaching and advising, professional development, and service. Since the evaluation form is the summary of the evaluation, it is the single most important basis of judgment.

A copy of the most recent form and guidelines are included at the end of this appendix and are available on-line in the Faculty website: http://www.marietta.edu/~mcfac/f_documents.

Our evaluation system requires the faculty to evaluate itself. In order to assure reasonable consistency, the Dean of the Faculty and all faculty will utilize the standard student opinion form, which serves as a basis for commonality. Additionally, resume updates provide a common way to examine teaching effectiveness, professional development, and service activities. Faculty are encouraged to include a self-analysis in the evaluation plans.

All faculty are required to identify goals for the next academic year in the three areas covered by the full evaluation process, namely teaching and advising, professional development, and service. Further, all faculty should include a reflection on the goals for the previous year.

2. Process

Here is a brief summary of how the faculty evaluation processes works:

- Each faculty member is evaluated by another faculty member, in most cases the department chair. If necessary, a faculty member can arrange with the Dean of the Faculty for an alternative person, other than the chair, to perform the evaluation. The chairs arrange with the or with the Dean of the Faculty to be evaluated by a person outside the department.

- The person being evaluated (evaluatee) and the person doing the evaluation (evaluator) become an evaluation team.
The "abbreviated" annual evaluation

Faculty with the rank of full professor are required to follow the standard annual evaluation described below only every third year. Otherwise, an abbreviated process is available which requires:

- an indication that the evaluatee and evaluator have discussed the previous year's student opinion surveys
- the submission of a resume update covering the year, ending with the previous July 31
- submission of goals for the ensuing year in the areas of teaching and advising, professional development, and service
- reflection on the goals set for the year under review

The first year of the three-year cycle will be the academic year prior to the year in which promotion takes effect. Thus, if 2005-06 is the first year in which an instructor has the rank of full professor, the first year for which the abbreviated evaluation process may be used is for 2004-05.

The "standard" annual evaluation

- The evaluatee gathers the information upon which he/she wishes to be evaluated, uses that information to fill out the evidence sections of the standard evaluation form, but does not fill in any of the evaluation sections. (See # 3, 4, & 5 that follow for examples of appropriate information to be used in these evaluations.)

- The evaluatee next submits the completed standard evaluation form and supporting evidence to the evaluator.

- The evaluator examines the evidence and the completed standard evaluation form submitted by the evaluatee and makes any adjustments he/she deems appropriate. The evaluator may ask for additional supportive evidence if deemed appropriate. The evaluator then completes the evaluation sections of the standard form. The evaluations in the teaching and advising, professional development, and service categories are based on the expectations for Marietta College faculty (See section IV).

- The evaluator next returns the form to the evaluatee for his/her review.

- The evaluator and evaluatee schedule a meeting at which they discuss the evaluation and make any adjustments that they mutually agree are necessary.

- The evaluatee completes and signs the appropriate transmittal form.

- If, after this meeting, the evaluatee is not in agreement with any of the evaluations ratings on the form, he/she may attach a letter of dissent to the evaluation.
The evaluator signs the transmittal form and submits the completed evaluation form, with or without a letter of dissent, to the Dean of the Faculty. The evaluator should also make a copy for his/her files, and one for the evaluatee.

The evaluations are checked by the Dean of the Faculty to insure that reasonably consistent standards are being applied to all evaluatees.

The Dean of the Faculty will individually meet with all of the evaluators to discuss the evaluations of evaluatees.

3. **The Resume Update**.

Each year, each faculty member composes a resume update. This is a record of all significant teaching activities, professional development, and service activities performed within the last academic year. Included will be sections on:

- a. Meetings attended
- b. Professional presentations made
- c. Publications (either accepted or actually appearing)
- d. Positions held in professional organizations
- e. Consulting activities
- f. Grants applied for
- g. Grants received
- h. Academic awards of any kind
- i. Significant on-campus service activities
- j. Significant off-campus service activities
- k. Significant accomplishments related to teaching
- l. Other noteworthy teaching/professional development/service activities

Not every faculty member will have items in every category.

4. **Evaluation Criteria**. The following criteria are intended to guide the faculty. They are not intended to be an exhaustive list.

**Criteria for Evaluating Effective Teaching**. The effective instructor:

- communicates to students an enthusiasm for learning
• develops clear teaching goals, and organizes information, course materials, and teaching methods in a manner consistent with these goals

• establishes clear, reasonable standards for student achievement, and appropriate methods for evaluating that achievement

• has and keeps regularly scheduled office hours

• integrates as many of the following areas into his/her teaching as are relevant:
  o critical-thinking and problem-solving
  o oral and written communication
  o locating, evaluating, and using information
  o historical and philosophical perspectives
  o ethical issues
  o leadership
  o relationships with other disciplines
  o involves students in scholarly and creative work
  o is competent in his/her discipline and remains current in his/her field
  o is responsive to and available for student questions and problems
  o prepares students for life-long learning and professional growth
  o successfully adapts teaching methods to differing student needs, subjects, and learning situations

Criteria for Evaluating Effective Advising. The effective advisor:

• helps students determine and pursue academic and career goals

• keeps appropriate records

• is knowledgeable about college and departmental requirements and offerings

• offers career and professional advising

Criteria for Evaluating Scholarship. The effective faculty member does some of the following:

• attends and/or makes scholarly presentations at professional meetings

• does professional or educational consulting
• has research projects or other works in progress
• participates in the review process of scholarly publications and creative activities
• receives recognition for scholarly and creative activities
• remains active in the discipline through publications, exhibitions or performances which are central to or related to his/her discipline
• writes grant proposals and receives grants

Criteria for Evaluating Effective Service. Effective service is demonstrated by activities in some of the following areas:

• effective participation on college committees
• active support of and participation in college and departmental operations and projects, including recruiting
• administrative and special projects of professional societies
• service to the College in areas other than teaching, advising and scholarship, which stimulate and maintain the intellectual vitality of the institution, serve governance needs, and promote efficient operation of the institution
• service to the external community, i.e. activities which both contribute to the well-being and reputation of the College and serve the external community
• serving as advisor to a student group(s)
• initiation and/or implementation of cultural and co-curricular events

Evaluation of Non-tenure-track faculty

Assistant/Associate Professor Evaluation:

TEACHING: Teaching expectations for non-tenure-track Assistant/Associate Professors are the same as those for tenure-track faculty as set forth in section VI (Faculty Reviews) of the Faculty Handbook and this appendix.

PROFESSIONAL DEVELOPMENT: There are no expectations for Assistant/Associate Professors with regard to research, publications, or public presentations. However Assistant/Associate Professors are certainly allowed to include such items in their evaluations. Assistant/Associate Professors are expected to maintain some type of professional engagement (e.g. attendance at conferences, workshops, and/or seminars, engagement with scholars outside the campus, continuing education). Non-tenure-track Assistant/Associate Professors who choose to apply for promotion will have their
Professional Development evaluated based on the Professional Development criteria used for tenure-track faculty.

SERVICE: Service expectations for non-tenure track Assistant/Associate Professors are the same as those for tenure-track faculty as set forth in section VI (Faculty Reviews) of the Faculty Handbook and this appendix.

Instructor Evaluation

TEACHING:
Teaching expectations for Instructors are the same as those for tenure-track faculty as set forth in section VI (Faculty Reviews) of the Faculty Handbook and this appendix.

SERVICE:
Instructors should not be required to perform campus wide committee service. Periodic (three-year) reviews should evaluate service by the Instructor’s participation in either campus committees or other areas. Instructor should work with their respective department chairs to determine appropriate avenues of service. Chairs should assess the relative value of these activities. Examples of service include but are not limited to the following items (over and above specific duties defined in the Instructor’s contract as duties for which course release or supplemental pay is provided):

1. Participation in capstone
2. Advising student groups
3. Academic advising
4. Student life activities
5. Grant writing
6. Assessment/Accreditation projects
7. Curriculum development
8. Participation in state/regional/national committees
9. MC committee participation

PROFESSIONAL DEVELOPMENT:
There are no expectations for Instructors with regard to research, publications, or public presentations. However Instructors are certainly allowed to include such items in their evaluations. Instructors are expected to maintain some type of professional engagement (e.g. attendance at conferences, workshops, and/or seminars, engagement with scholars outside the campus, continuing education). As with Service, department chairs should evaluate the value of the Instructor’s professional engagement.
5. **Statement on Terminal Degrees.**

The doctorate is considered the terminal degree in most academic disciplines. For some disciplines or circumstances, where it may not be appropriate or expedient to consider the doctorate to be the terminal degree, the President, in consultation with the Dean of the Faculty, may appropriately designate a degree other than the doctorate to be the minimum degree required to be considered for tenure at Marietta College. These designations are subject to change as circumstances warrant.

For informational purposes, the current exceptions allowed in accordance with this policy include:

- For faculty in accounting, a masters degree plus the CPA (or other equivalent professional certification) is the minimum requirement;
- For faculty in petroleum engineering, a masters degree plus the appropriate professional licensure is the minimum requirement;
- For faculty in the studio and performing arts, the MFA degree is the minimum degree required;
- For professional librarians, a Master of Library and Information Science (or equivalent degree) is the minimum degree required.
- For faculty in sports medicine/athletic training, a master’s degree plus the appropriate professional licensure is the minimum requirement.

**GUIDELINES FOR ANNUAL EVALUATION OF TEACHING FACULTY**

**Process:**

An annual performance evaluation must be conducted for each member of the teaching faculty at Marietta College. This can be a "Standard" or an "Abbreviated" evaluation, depending on the rank of the evaluatee. Faculty with the rank of full professor are required to complete only every three years the Standard Evaluation process which is used by all other faculty. Otherwise, faculty with the rank of full professor follow the Abbreviated version of the annual evaluation as laid out in the "Transmittal Form for Abbreviated Evaluation." The guidelines and timetable below apply to the Standard Evaluation process and also, *mutatis mutandis*, to the Abbreviated Evaluation.

The vehicle through which evaluation takes place is the Annual Evaluation Form. This is the key document used for purposes of reappointment, tenure, and promotion evaluation. It is the document through which the faculty member’s supervisor or supervisor surrogate informs the Dean of the Faculty of this faculty member's performance in the immediate past academic year.
If the faculty member is also up for review, he/she submits the complete portfolio to the Reappointment, Tenure and Promotion Committee as well.

It is the responsibility of the individual faculty member to initiate the annual evaluation process. Some time before the end of the first week of classes in the fall semester, faculty members are to fill out the evidence sections of the Annual Evaluation form. Faculty should assemble and organize whatever supporting materials (e.g. resume update, student evaluations, etc.) they wish to accompany their submissions. Faculty members bear the primary responsibility for marshalling the evidence to support their case for reappointment, tenure, promotion and merit consideration.

Before the end of the first week of classes in the fall semester, the faculty should submit the Annual Evaluation Form with the Evidence sections filled out to their evaluator in hard copy or as a Microsoft Word file. (Submission may take place either on disk or as an attached file via e-mail.) Faculty members are encouraged to submit whatever organized support materials they feel are relevant to the process. At a minimum, class evaluation results and the resume update should be submitted with the forms. Evaluators are to review the materials, and fill in each of the evaluation sections on the form. The faculty member is then to be consulted as to the outcomes of the evaluation, and a signed form submitted to the Dean of the Faculty. (See Appendix 5 of the Faculty Handbook for further details on the rights and responsibilities involved in Faculty Review Practices.)

The defining guide for the evaluator is the Faculty Manual. These notes provide a supplement for that touchstone document, but in no way should be considered a substitute for it.

Definitions of Expectations and Outcomes

(See Faculty Manual, especially sections IV and VI of the Handbook.)

Some activities are considered a part of the minimal expectations for our jobs and should not be goals because they do not move us forward. Rather, the absence of these things would indicate that we are not meeting the minimal expectations of the job. On the faculty evaluation form these items would be listed under the heading: "minimal teaching (professional development, or service) requirements not met that must be improved during the coming year." Such items might include the following:

1. Holding office hours
2. Having a syllabus for each class
3. Returning student papers
4. Attending faculty meetings
5. Participating in committees to which individual has been assigned
Exceptional outcomes are accomplishments that are truly exceptional and beyond the normal expectations of Marietta College for its faculty. Some examples of such accomplishments might include the following:

1. Receiving a teaching award
2. Publication of a book or article
3. Invited talk to a state or national audience
4. Chairing a major task force

Timeline for Annual Evaluation

- July 31st (End of Summer Session): End date for inclusion of accomplishments/materials in annual evaluation.
- The end of the first week of classes in the fall semester: Faculty submit filled out evaluation form and supporting evidence (e.g. vita, portfolio, resume update, etc.) to the evaluator.
- Starting by the end of the first week of classes in the fall semester: evaluator and evaluatee proceed with the process as outlined under #2 of "Faculty Review Practices," Appendix 5.
- For faculty under review by RTP: Noon Friday of the 3rd week of classes:
  - Evaluators submit evaluation forms to the Dean of the Faculty and the faculty member under review (the latter in electronic format).
  - Faculty members include a copy of their signed annual evaluation form in their tenure/promotion file for review by the RTP Committee
  - The RTP chair will set later deadlines if possible and inform candidates and chairs of the revised deadlines.
- For faculty not under review by RTP: Noon Friday of the 4th week of classes: Evaluators submit evaluation forms to the Dean of the Faculty.
- January 15th All reviews and recommendations from RTP submitted to the Dean of the Faculty.
- January 30th All 3rd year reviews from RTP submitted to the Dean of the Faculty
- February 28th All non-tenure reviews from RTP submitted to the Dean of the Faculty
Appendix 5-2: Criteria for Promotion of Librarians
Marietta College Library

The Legacy Library provides the essential information service supporting the teaching, research, and outreach activities of Marietta College. The library’s mission (see Appendix I) must best be served by having library faculty of outstanding quality. As is the case in other academic units, the library seeks to retain and engage quality faculty with an evaluation procedure that allows for superior work to be demonstrated that leads to promotion. The guidelines that follow are intended to describe the process by which library faculty who demonstrate excellence may be promoted. These guidelines will closely follow The Marietta College Faculty Handbook VI.C.1. This Criteria for Reviews establishes an order of importance for professional activities for faculty seeking promotion that include instruction (reinterpreted here as librarianship), scholarly/creative activities, and service.

Librarianship

Within the context of a librarian’s evaluation, librarianship shall be considered that body of work which constitutes the primary roles for which the individual was hired. Typically, the elements comprising librarianship for an individual will differ based on the particular position and its library department. For a reference librarian, for instance, librarianship would normally encompass activities in collection development, reference, instruction, and liaison support to certain academic departments. In terms of the usual evaluation criteria of teaching, scholarship, and service, librarianship takes the place of teaching in librarians’ evaluations.

The library’s primary role is to support the teaching and research mission of the college and its faculty. Librarians will be evaluated in this category most strongly on how their performance in particular roles—collection development, organization of knowledge, reference, instruction, systems, or management—contributes to effective teaching and to faculty research. While some librarians hold positions in which contact with library users is frequent and easily seen as teaching oriented, this does not imply that other positions cannot be evaluated for the same values nor that they are any less “faculty” in nature. In other words, librarianship will be considered as a related but different category of activity from teaching. Librarians will be evaluated on the quality of their librarianship in all of its appropriate facets, not on whether librarians model the teaching activities of other faculty. Implementation of computer systems and original cataloging of materials, for example, should both be based on priorities that consider the effects on library users and their academic success. Additionally, it is expected that librarians will demonstrate strong abilities as generalists, able to perform effectively in a variety of tasks and, often, a variety of departmental disciplines as selectors, reference experts, and information literacy instructors.

Expectations of the department
Based on the library’s mission (see Appendix I) within the college, librarianship will receive the majority of weight when a candidate for promotion is evaluated.

Evidence of effective librarianship may be demonstrated by (but not limited to) the following:

- Development of productive liaison relationships with the faculty and students of designated departments;
- Development and implementation of programs that encourage information literacy in library users;
- Effective point-of-use instruction with library users through reference desk assistance, office consultations, electronic assistance, and so on;
- Creation of user assistance materials that serve curricular objectives, such as bibliographies, subject guides, web pages, and other tangible information products;
- Development and implementation of effective methods for organizing, classifying, cataloging, or delivering information resources;
- Effective management of library collections, in any media, through selection and deselection activities;
- Effective management of library staff and operations, especially in terms of the effects on college teaching and research.

As exemplified by the previous list, librarianship at an academic library is characterized by team processes and frequent communication within a complex organization. Librarians cannot be effective unless they are effective in a collegial environment. Candidates will be evaluated in librarianship on their competence in communication and other interpersonal skills that relate to their roles.

When candidates are evaluated during formal reviews, all relevant areas of librarianship will be considered. However, certain areas which are core to a particular position, as defined in the official description of the position, will receive the greatest weight, and failure to perform commendably in these core areas will be considered especially problematic for continued appointment and for promotion.

**Scholarship, Research, or Professional or Artistic Achievements**

Scholarship encompasses activities which engage the individual in additional learning related to an appropriate area of inquiry, which is then made available to other professionals through publication or other tangible means. Professional achievement is often a significant factor for librarians, who do considerable collaborative work in professional organizations. Professional achievement includes those activities in which a librarian is distinguished in terms of professional recognition or responsibilities, such as election to an office, appointment to an editorial board, or involvement in the creation of professional standards, guidelines, etc. General participation in professional organizations should be considered professional service.
**Expectations of the department**

Librarians should demonstrate steady involvement in scholarship throughout their careers. This will occasionally result in traditional publications, such as journal articles or monographs. Librarians' involvement in the evaluation of materials also may result in the writing of book and other media reviews. However, other demonstrations of scholarship and professional achievement are also valued. While strong weight may be given to scholarship published in national, peer-reviewed sources, alternatives at the regional level and even within the campus will also receive favorable consideration. Librarians are encouraged to explore issues and problems concerning services to library users and develop informed programs to improve these services. Additional education that supports the changing needs of the campus is another form of scholarship that suits the library’s mission. In all cases, scholarly activity should be documented in some tangible form that allows for disseminating this information to other educators or professionals.

Since librarianship is a highly collaborative profession, it should be expected that many scholarly activities will result in co-authored projects and publications. In fact, the nature of this collaborative scholarship—the integration of the perspectives of different library units, campus departments, or academic disciplines—may often add to the value of the work. When this work is reviewed for its merit in the promotion process, the candidate for promotion should indicate the degree of his or her contributions to the work.

Alternatives to traditional peer-reviewed printed publications will receive full consideration. Shorter and practical presentations of scholarship, such as poster sessions and presentations at conferences, may sufficiently demonstrate effective scholarly learning and publication to peers.

Some types of publication may seem similar to activities considered under the categories of librarianship or service. This is also true for teaching faculty, who may offer one lecture as a part of his or her teaching, another as a conference presentation considered scholarship, and a third for a local organization as a form of service. Assigning an appropriate category will depend on characteristics such as the audience of the work, its long-term value vs. immediacy of purpose, and its depth of intellectual content.

Librarians frequently develop and maintain subject specialties in areas other than librarianship. Such specialties represent an added value for the institution in that they allow the librarian to function at a higher level in support of the college’s and the library’s mission. Scholarly or creative activity appropriate to any discipline offered as a program of study at the college will be considered in the evaluation of librarians.

Evidence of effective scholarship, research, or other professional or artistic achievements may include (but are not limited to) the following:
• Publications, including but not limited to authoring of journal articles, books, book chapters, and electronic productions; work as editor for any of these types of sources. Peer-reviewing of the publications provides additional evidence of quality, but its absence does not invalidate the value of the work.
• Reviews of books or other media
• Activity as a publication referee or on editorial boards
• Presentations at scholarly or professional conferences
• Poster sessions at conferences
• Original cataloging of library materials
• Bibliographies or other substantial user guides
• Significant library exhibits
• Grants received
• Web-based user training materials or other instructional media that teach users how to do research or use a library
• Professional guidelines or training materials
• Contributions to professional clearinghouses, such as LOEX and ERIC
• Awards and honors
• Additional education that results in tangible dissemination of related scholarship
• Significant analysis of library collections or services, disseminated internally or externally, that clearly relates current problems and solutions to other scholarship informing those issues.
• Contributions to consortial and professional organizations’ work to define standards for the discipline.

Service

Librarians have a unique role on campus, as much of their activity as faculty is directly in service to other departments. Because service is integral to the work of librarians, many activities that serve others on campus will therefore be classified as librarianship rather than service. Likewise, some service to the profession may be considered as scholarship.

Expectations of the department

Libraries value traditional college service (such as service on college committees and volunteering in various campus activities), because this participation enhances communication and relationships between the library and teaching faculty. Service, especially to the college, is weighted heavily in this context. Types of service for which librarians will be evaluated may include the following:

1. Institutional service: This includes service outside of one’s normal librarian role, such as participation on college committees, other forms of campus governance, student recruitment activities, and other similar contributions to the mission of the college.
2. Departmental service: This includes contributions to the mission of the library outside of one’s normal responsibilities to the library, such as participation in interdepartmental committees, special projects and events, and so on.

3. Professional service: This includes participation in and contributions to the profession of librarianship principally through activities with professional and scholarly organizations and consortia. When those contributions to the profession result in tangible outcomes, including but not limited to published guidelines, training materials, best practices, and conferences, they should be considered under the category of professional achievements rather than service.

4. Community service: Librarians are encouraged to use their knowledge and skills to contribute to the community in which the college operates through consultation, volunteer activities, and other forms of assistance.

**Promotion to Associate Professor and to Professor**

Promotion to associate professor at Legacy Library is only partially based on the demonstration of accomplishment in the three areas of review. Candidates must also demonstrate that their work holds promise for future growth. A progression of work and accomplishment must clearly be shown that will establish a foundation for the candidate to be engaged in the library profession after promotion. Recommendation to associate professor should be based upon an assessment that the candidate has made contributions in their current job responsibilities, research, and service at a level that will likely be sustained throughout the individual’s career. Recommendation to associate professor should be based upon an assessment that the candidate has made contributions in their current job responsibilities, research, and service at a level that will likely be sustained throughout the individual’s career. Promotion documents should include a statement indicating intent to continue current activities and to show how promotion to associate professor is in the interest of Legacy Library and Marietta College. Librarians at the rank of assistant professor who are in at least their fifth year in rank, with a minimum of three of those years at Marietta College, may stand for promotion to associate professor.

The promotion from associate professor to professor should include evidence of continued outstanding librarianship, professional involvement, and ongoing contributions to the profession. Evidence for work at this level would include expertise or innovation in the candidate’s principle area of job responsibility, respected research or scholarship, and professional service that shows significant contribution. Significant reputation or leadership at the local, regional, national, or international levels in any of the three areas of review would weigh heavily in considering promotion to professor. The weighting of any criteria would not change between associate or full professor; librarianship will continue to be weighted most heavily for the promotion to professor, followed by scholarship and service. Librarians at the rank of associate professor who are in at least their seventh year in rank, with a minimum of five of those years at Marietta College, may stand for promotion to full professor.
External and Peer Evaluation

The portfolio of a candidate for promotion must include external and peer evaluations of the candidate's file submitted by:

- A librarian at an institution that is comparable to Marietta College in size and mission and whose librarians also have faculty status, with or without tenure;
- A member of the teaching faculty at Marietta College;
- A member of the library staff/faculty at Marietta College.

The candidate will suggest the names of at least two individuals in each category who might provide evaluations. The Director of the Library then will request evaluation statements from at least one person in each category, and may request additional evaluations not limited to names furnished by the candidate. These evaluative statements shall be sent to the Director of the Library who will put them in the portfolio.

Evaluators will be asked to address the following questions.

- Describe your relationship, if any, with the candidate stating how you know him/her, for how long and in what context.
- How would you address the candidate’s provision of library services in the context of his/her specific position responsibilities?
- Please cover the quality and quantity of the candidate’s scholarly contributions.
- How would you evaluate the quality of the candidate’s service to Marietta College, the Marietta College Library, and to the library profession?
- Overall how does this candidate’s career compare to others in this field at a similar point in their careers?
- Please provide any additional insights that may be helpful in evaluating the candidate for promotion to [rank].

A copy of the candidate’s portfolio, not including evaluations by the Library Director or others, will be provided to each external and peer evaluator.
PROMOTION FILE CHECKLIST FOR LIBRARIANS

This promotion file checklist has been developed in hopes that it would provide some guidance and standardization in preparing promotion files. For an individual seeking promotion to Associate Professor, the documents suggested below should refer to the last three years. For an individual seeking promotion to Full Professor, the documents suggested below should refer to the last six years. The contents of the file should be organized into the following categories:

1. Current Curriculum Vita

2. Current Job Description

3. Copy of this Document (Criteria for Promotion, Marietta College Library)

4. Statements of Goals and Accomplishments
   - Statements of annual goals for the past three years (developed in previous year) with reflection on those goals.
   - Statements of accomplishments for past three years (should cover the three areas of Librarianship, Professional Growth, and Service)
   - Statement of annual goals for the following year
   - For the abbreviated evaluation, only the past year’s goals and accomplishments and the following year’s goals are necessary.

5. Annual Evaluations by Director of the Library
   - Include evaluations for the last three years
   - The Director of the Library will arrange with the Dean of the Faculty to be evaluated by a person outside the department.

6. Letters from External and Peer Evaluators

7. Evidence of Effectiveness in Librarianship. Examples may include:
   - Student and faculty evaluations
   - Department liaison activities
   - Library instruction materials
   - Library instruction/information literacy initiatives
   - Point-of-use instruction with library patrons
   - Collection development and management
   - Management of library staff and operations
   - Organizing, classifying, or cataloging information resources
   - Development activities relating to web-based services

8. Evidence of Professional Growth
   - Publications, such as journal articles, books, book chapters, and electronic productions
• Reviews of books or other media
• Presentations at professional conferences
• Poster sessions
• Original cataloging of library materials
• Bibliographies or other substantial user guides
• Significant library exhibits
• Grants received
• Web-based user training materials or other instructional media
• Professional guidelines or training materials
• Contributions to professional clearinghouses such as LOEX or ERIC
• Awards and honors
• Additional education that results in tangible dissemination of related scholarship
• Significant analysis of library collections and library collections or services, disseminated internally or externally, that clearly relates current problems and solutions to other scholarship informing those issues

9. Evidence of Service to Department, College, Community
• Letters from colleagues, committee chairs.
• Letters or other evidence of significant activities on or off campus.
• Participation in faculty committees or other forms of campus governance
• Contributions to the mission of the library outside of one’s normal responsibilities such as special projects or events
• Participation in professional organization activities
• Participation in community service activities

10. Miscellaneous Documents
• Grant proposals, professional development plans, report of activities while on leave or sabbatical, etc.
• Other relevant documentation not covered under other categories.

The Standard Evaluation, consisting of the ten sections described above will be completed by librarians once every three years or whenever they are proposed for promotion. External evaluators will be included only when the candidate is proposed for promotion; internal evaluators will be included in every Standard Evaluation.

An Abbreviated Evaluation will be done in alternate years. The Abbreviated Evaluation will consist of Sections 1, 2, and 4; selections from Sections 7, 8, and 9 are optional in the Abbreviated Evaluation. The Director of the Library will complete a director’s evaluation in both Standard and Abbreviated Evaluations.
Timeline for Annual Evaluation

June 30th (End of Fiscal Year): End date for inclusion of accomplishments/ materials in annual evaluation.

August 31st: Librarians submit portfolio to the Director of the Library. A librarian requesting consideration for promotion will indicate this in a transmittal memo as part of the portfolio.

August 31st to September 30th: Director of the Library (evaluator) and librarian proceed with the process as outlined above.

September 30th: Director of the Library (evaluator) submits the entire portfolio to the Dean of the Faculty, including when appropriate a recommendation for promotion. Director of the Library (evaluator) requests evaluations from external evaluators, with a requested deadline of October 31.

January 15th: Complete portfolio including external evaluations submitted to the Dean of the Faculty.

A librarian seeking a promotion, for whom the Director of the Library does not offer a recommendation for promotion, may appeal to the Professional Review Committee.
APPENDIX 6.  FACULTY AWARDS, HONORS AND NAMED CHAIRS

Last Updated: 11/25/14

Faculty Awards, Honors, and Named Chairs

Awards and Honors
The following are the awards and honors given to faculty members on an annual basis. These awards have sometimes been established by the Provost's office and sometimes established by outside donations to the college. They recognize the outstanding work of the faculty members in all area of their responsibilities: teaching, research, service, advising, and prominence.

Outstanding Faculty Award
Established by the student body governing board in 1984, the Outstanding Faculty Award is presented each year to a member of the faculty who demonstrates excellence in teaching and College involvement as determined by a selection process administered by the Student Senate. Nominated faculty members are judged, among other things, on presentation of course material, fair and ethical teaching practices, rapport with students, and extent of involvement in College activities. A faculty member may receive the award more than once. Students present this cash award at graduation.

Edward G. Harness Endowment
Established in 1985 and revised in 2006, the Harness Outstanding Educator Award honors and rewards Marietta College faculty whose teaching is considered distinctive both inside and outside of the classroom and who are worthy of the honor of being designated "Harness Fellows." Recipients receive a single payment of $7,000, a personal award document and $1,000 of funding for professional development. Faculty are nominated by their colleagues. Faculty Council reviews the nominations and selects up to three Harness Fellows each year. Edward G. Harness, Class of 1940, was a member of the Marietta College Board of Trustees for more than two decades and served for 15 years as either its chair or vice chair.

McCoy Professorship
Current or new Marietta College faculty members who have been recognized as outstanding teachers by a selection committee composed of nationally-recognized teachers and scholars, who are not members of the Marietta College community, may be named McCoy Professors. The four-year designation, with possibility of renewal, also includes an annual salary supplement. There is a $10,000 salary enhancement for four years, and a $5,000 enhancement for the fifth year, regardless of rank. A honorific title remains with the recipient during the time of employment at the College. The program was established in 1993 as part of the McCoy Endowment for Teaching Excellence, which was donated to Marietta College by John G. McCoy, Class of 1935, and his wife, Jeanne.

Innovative Teaching Award
The Innovative Teaching Award has been granted to faculty members since 2001. Recipients are selected by the faculty development committee from among those nominated. Funding comes from a restricted account.

Criteria considered when evaluating the nominated teaching innovation include:

- Would it impress colleagues at a conference as being something innovative?
- Does it involve new pedagogy or is it something that has been done before?
- Has the innovation been implemented within the last five years?
- Did the technique provide an improved (more thought-provoking, more hands-on, more demanding, more integrative, more successful, etc.) way of presenting subject matter when compared to how it was presented before?

Considering the wide range of activities that potentially qualify, the selection process relies upon these relatively broad criteria. A higher ranking is given where the description clearly documents positive outcomes, e.g., how the teaching technique has improved skills, deepened or broadened understanding, honed critical thinking skills, etc., of Marietta College students. The effort and time spent in development of the teaching system and the extent of the curricular changes are also considered. Innovations that have been developed at the College and shared with a broader extra-campus audience are ranked higher than those developed elsewhere and applied here.

In order to share ideas with the College community, recipients are expected to describe their teaching innovation at a Faculty Development Forum, possibly as a joint presenter with other recipients. Award winners describe the teaching innovation and when it was implemented, provide an explanation of how it is an improvement over the earlier strategy and evidence of positive educational outcomes, and detail any other pertinent information (such as the source of the innovation).

The $2,000 award is a one-time salary enhancement and the funds come from a restricted fund. Should the process necessitate selection of the best among the worthy, nominees not chosen for awards will be encouraged to resubmit. Some innovations may be bolstered for resubmission merely through a longer and better-documented track record of success.

Douglas Putnam Service Award
Established in 2001, the Douglas Putnam Service Award (a plaque and gift certificate) recognizes individuals who have served the College in extraordinary ways. These are acts that go beyond the normal expectation of service to the department or campus and include volunteer actions where the faculty member has taken on a task beyond the job expectations. The Provost, in consultation with the faculty council, names the individuals to receive this award.

Research Award
The Research Award, established in 2003, recognizes faculty members for significant contributions to their discipline, typically through a refereed publication or juried creative
product. Recipients receive $2000 in the form of an "expense line" to fund future research. The faculty development committee selects the recipients from among those nominated. Funding comes from the Provost's budget.

Community Service Leadership Award
This award is given to a College faculty or staff member who has made significant contributions to the Marietta community. Selection is made by the President, Provost, and the Director of Civic Engagement for the McDonough Center. No funding goes with this award.

Advising Award
Established in 2004, the Advising Award, a one-time $500 salary supplement, is given to faculty members who demonstrate quality advising in the areas of mentoring students in their transition to college, helping students with selection of courses, their major, and their career, and life planning. The selection is made by the Assistant Dean of First Year Experience and Advising in consultation with the faculty development committee. Funding comes from the Provost's budget.

Distinguished Diversity Enhancement Award
The Distinguished Diversity Enhancement Award, established in 2004, honors up to three individuals (a faculty member, staff member, and student) who have suggested, developed, and/or implemented programs, policies, and/or procedures that have demonstrated a significant commitment to enhancing the diversity of Marietta College or who have taken actions that meet the same goals. The Provost asks for nominations and in consultation with faculty council, selects the winners. Any funding for the plaques comes from the Provost's budget.

Named Chairs
Guidelines
Named chairs are created by donations that help support a particular academic specialty. The donation either creates a new endowed position or provides budget relief for all or part of an existing position or provides additional salary for a faculty member. If at all possible the endowment will provide an annual instructional or research grant to the faculty member selected.

When a named chair is available to be filled, the President and the Provost will call for nominations from the campus community. Nominations should identify the qualifications of the candidate and be submitted within three weeks of the announcement. In consultation with the faculty council the Provost and President make the final appointment.

All named chairs that existed in the fall of 2005 (#1-#12) will have an annual instructional grant awarded to the faculty member filling that chair in the amount of $2,000. This funding comes from a restricted fund specifically established to encourage good teaching practices at Marietta College. Subsequent named chairs will have an instructional or research grant built into the fund at the time the donation is solicited.
As of September 2005 were:

1. **Israel Ward Andrews Professorship in Religion.** Established 1905 by Dr. Israel Ward Andrews; President of the College 1855-1885

2. **The Benedum Professorship.** Established 1965 by the Claude Worthington Benedum Foundation; Among other members of the family, the fund is in memory of Michael L. Benedum; In support of the Chair of the Edwy R. Brown Department of Petroleum Engineering

3. **The Erwin Professorship in Chemistry.** Memorial to Cornelius B. Erwin, a benefactor of the College, died 1885; Reestablished in 1935 after being unassigned for many years

4. **The William R. and Marie Adamson Flesher Chair in the Humanities.** Established 1983 from funds left by the Drs. Flesher, both deceased; The Fleshers are recipients of the only joint conferral of an honorary degree to date by the College

5. **The Milton Friedman Chair in Economics.** Funded through a trust established by Lester E. and Alice McCoy Merydith, College class of 1927 and 1928

6. **The Petroleum Industry Partnership Chair.** Established with gifts from several interested corporations and two bequests from persons who were active in the petroleum industry; Among them, Mobil Oil, Consolidated Natural Gas, Standard Oil of Ohio, Gulf/Chevron, and Conoco

7. **The Molly C. Putnam Professorship in Religion.** Established in 1973 in the wills of Molly Putnam and husband Douglas; She and her husband were in the class of 1881.

8. **The Rickey Professorships (2).** Established in 2000 through a gift from David M. Rickey, Class of 1978; Also a gift from the J&D Family Foundation of San Diego and Jan E. Nielsen

9. **The Andrew U. Thomas Professorship in History.** Established in 1966 as a memorial to Mr. Thomas by wife Lenore B. Thomas; Graduate of Class of 1921, and a former trustee of the College

10. **The Ebenezer Baldwin Andrews Chair of Natural Science.** Established 1925; Endowed in 1934 under the will of Katherine Andrews Mather; Her father, a professor of geology, mineralogy, and chemistry 1851-1870.

11. **The Henderson Professorship in Philosophy.** Bequeathed in 1892 by Dr. Henry Smith, President Marietta College 1851-1870; Named in memory of his mother

12. **The Hillyer Professorship in English Literature, Rhetoric, and Oratory.** Established 1879 through funds provided by Truman Hillyer